Third-Party Comment Form

HOW TO FILE A THIRD-PARTY COMMENT WITH WSCUC

1. Carefully read the 'Submitting and Processing Third-Party Comments" section of the WSCUC Complaints and Third-Party Comments Policy (pages 6-7).
2. Use the attached Third-Party Comment Form to submit a comment. You must complete all applicable sections of the form before the comment will be reviewed.
3. You may attach additional sheets of paper if you need more space. Include with the form any copies of documents and supporting materials that pertain to your comment. (50 page limit).
4. Mail or email your Third-Party Comment Form and any additional documentation or supporting materials to the address below.

Third-party identification

Please take careful note of the information in the Complaints and Third-Party Comments Policy regarding the declaration of identity on this form.

THIRD PARTY COMMENT REVIEW PROCESS

1. Third-party comments are reviewed by Commission staff after receiving the Third-Party Comment Form and supporting documents. Normally, no response is made to the commenter. If appropriate, staff may contact the commenter for clarification or additional information.
2. Commission staff will determine the appropriate course of review and action on the comment which may include, but is not limited to: sending the information to the institution, with or without the commenter's name for its information or follow up; referring the information or a summary of issues to a future review team; holding the information in a file for future reference, or disregarding the information and taking no action.

If you have further questions, please contact:
WASC Senior College and University Commission (WSCUC)
985 Atlantic Avenue, Suite 100
Alameda CA 94501
Phone: 510-748-9001 x 300
Web: www.wscuc.org
Email: wscuc@wscuc.org

COMMENTER INFORMATION:

☐ I wish to remain anonymous

☐ I am identifying myself to WSCUC but do not wish to share my identity with the institution in question

☐ You may share my identity with the institution in question

Third-Party Commenter Name:

Email:

Phone:

INSTITUTIONAL INFORMATION

University or college named in the complaint:

Complainant's relationship to the university or college named above:

☐ Student   ☐ Faculty   ☐ Staff

☐ Other (please state):

Current status of relationship with university or college:

☐ Enrolled   ☐ Graduated   ☐ Withdrawn   ☐ On Leave

☐ Resigned   ☐ Terminated   ☐ Employed

☐ Other (please state):

What is the basis of your comment?

Please provide any comment about the institution's quality or effectiveness.

Date: _____

OPINION

The University's New Loyalty Oath

By Abigail Thompson

Seventy years ago the University of California introduced a loyalty oath, requiring employees to swear they were "not a member of the Communist Party." After a contentious period in which 31 faculty were fired for refusing to sign, the requirement was reconsidered. An eventual consequence was the current Standing Order of the Regents 101.1(d): "No political test shall ever be considered in the appointment and promotion of any faculty member or employee." This is a statement of principle. No one will be denied a position at the University of California based on political beliefs. No communist, no conservative, no progressive, no liberal.

Required 'diversity and inclusion' statements amount to a political litmus test for hiring.

Now the university appears to be abandoning this principle. In the past few years "Diversity, Equity and Inclusion" statements, in which applicants for faculty positions profess their commitment to these social goals, have become required on eight UC campuses and at colleges across the country. These requirements are promoted as fulfilling worthy goals: to help redress the historic exclusion of underrepresented groups, to ensure that candidates from all backgrounds apply for and are given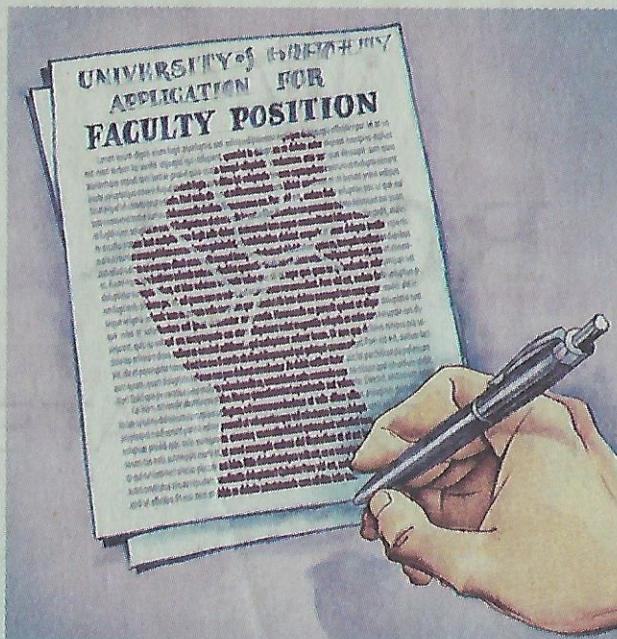 fair consideration for faculty jobs, and to make sure faculty respect and support all students in their teaching and mentoring.

There are many constructive ways to pursue these admirable aims. For example, professors can reach out to underrepresented communities at every level. We can enact family-friendly policies that help young faculty balance family life with jobs. We can encourage students from all backgrounds to explore and succeed in academic careers.

The mathematical community, my own discipline, has widely embraced the ideals of inclusiveness. But I have become increasingly uneasy with the use of DEI statements in faculty hiring. This spring the university issued guidelines instructing each campus to develop and use a scoring system, called a "rubric," for applicants' diversity statements. No longer will faculty hiring committees use their own judgment about how best to create a diverse and inclusive environment in their fields.

Instead, each candidate's commitment to diversity will be assigned points. To score well, candidates must subscribe to a particular political ideology, one based on treating people not as unique individuals but as representatives of their gender and ethnic identities.

A rubric from the Berkeley campus, singled out because it is available online, specifies that job applicants who describe "only activities that are already the expectation of Berkeley faculty (mentoring, treating all students the same regardless of background, etc)" will score poorly (1 or 2 points out of 5). A low score in this or other areas will disqualify a candidate. This system specifically excludes those who believe in a tenet of classical liberalism: that each person should be treated as a unique individual, not as a representative of an identity group. Rather than helping achieve inclusion, these DEI rubrics act as a filter for those with nonconforming views.

Earlier this year, I was invited to submit an essay to the Notices of the American Mathematical Society, the most widely read journal in mathematics. I decided to express my view that these required statements have become political litmus tests, and that this should worry us all. My submission provoked an intense controversy—confirming that this has become a dangerously politicized issue.

Social media posts called my views disgusting, condemned the American Mathematical Society for publishing the essay, and called for my public shaming. Mathematicians were urged to steer their students away from studying at UC Davis, where I teach, and to contact the university to question my fitness as chair of the math department.

A letter misrepresenting my views attracted hundreds of signatures. It inaccurately stated that I had equated "actively attempting to include more students in mathematics" with the "Red Scare." Two supportive letters also circulated, gathering hundreds of signatures. One emphasized the value of open discussion without fear of intimidation if we are to make mathematics a welcoming community for everyone. Another agreed that mandatory diversity statements "undermine faculty governance."

I received more than 150 emails, overwhelmingly supportive, many from leading mathematicians in the U.S. and overseas. Some recalled similar required statements in Soviet bloc countries, which they encountered earlier in their careers. Some pointed out that the diversity statements tend to be formulaic, with many candidates coached on how to write them, and that the content often emphasizes ideology over accomplishments. Others noted that the statements disadvantage foreign applicants and candidates from low-income groups, who may not have opportunities to participate in voluntary activities that demonstrate a commitment to diversity.

Many emails contained a disturbing theme, typified by this line from one of them: "Some day I, too, hope to speak out on this issue, but it is simply too dangerous at present." This is a frightening sentiment to hear in academia. If expressing a widespread but controversial view is seen as taking a tremendous personal risk, the university system isn't healthy. Ideas cannot thrive and mistakes cannot be corrected if people are afraid to speak out.

To its credit, the UC Davis administration has supported my right to speak. I hope that continuing discussion will confirm the vital principle that scholars discuss ideas, they don't silence them.

Mandatory diversity statements can too easily become a test of political ideology and conformity. "No political test shall ever be considered in the appointment and promotion of any faculty member or employee." This fundamental principle, forged in one of the most difficult periods the UC system has ever endured, must not be abandoned.

Ms. Thompson is chair of the mathematics department at the University of California Davis.

LETTERS TO THE EDITOR

UC Davis Defends Its 'Diversity Statements'

Prof. Abigail Thompson, chair of the mathematics department at the University of California, Davis, compares the use of diversity statements in faculty hiring to political tests, noting that "mandatory diversity statements can too easily become a test of political ideology and conformity" ("The University's New Loyalty Oath," op-ed, Dec. 20). We disagree strongly with this premise. It is inaccurate, at once illogical and rhetorically inflammatory, and reminiscent of historical attempts to blunt substantive actions aimed at desegregation and broadening participation.

The tripartite mission of the University of California is research, teaching and public service. Given the totality of our mission, serving our student body is a top priority, and contributions to diversity are as important to that end as research and teaching. Indeed, not asking questions about a candidate's readiness to serve the diverse population of students in California, the most diverse state in the nation, would be negligent.

Respecting and understanding students and colleagues from all backgrounds may come naturally to many. But engaging colleagues and having the ability to recognize and correct inequities is a skill. Actively using inclusionary practices to engage students from different backgrounds is part of the skill set we expect from faculty.

University of California policy states that diversity is "integral to the University's achievement of excellence," and enhances "the ability of the University to accomplish its academic mission." True commitment to diversity, equity and inclusion is active, not passive.

RENETTA GARRISON TULL AND GARY S. MAY
Davis, Calif.
Ms. Tull is vice chancellor for diversity, equity & inclusion and Mr. May is chancellor of the University of California, Davis

Here is a theme song for colleges and universities that require new faculty to sign the "Diversity, Equity and Inclusion" statements:
Every race is welcome here;
Every gender's fine.
When it comes to outlook, though,
Better toe the line.

PROF. FELICIA NIMUE ACKERMAN
Brown University
Providence, R.I.

LETTERS TO THE EDITOR

It Sure Sounds Like a Loyalty Oath to Them

The University of California, Davis administrators' letter ("UC Davis Defends Its 'Diversity Statements,'" Dec. 27) in response to Prof. Abigail Thompson's Dec. 20 op-ed ("The University's New Loyalty Oath") carefully avoids the main issue: The university's new scoring system for faculty recruitment effectively blackballs anyone who doesn't subscribe to a narrow political ideology. Applicants who are doubtful about radical identity politics need not apply. Instead of countering her argument, the letter writers smear her by calling it "reminiscent of historical attempts to blunt substantive actions aimed at desegregation." Apparently, anyone who questions their policy must be a racist.

Vice Chancellor Renetta Garrison Tull and Chancellor Gary S. May's letter is useful in one respect: it shows us what happens on the modern campus when a courageous faculty member challenges policies designed to further the social-justice agenda. The response is not counter-argument but personal vilification. That no less a person than the chief campus officer resorts to this contemptible behavior should shock us all.

EM. PROF. JOHN M. ELLIS
University of California, Santa Cruz

It's a sign of the times that the UC Davis chancellor and vice chancellor for diversity end up making Prof. Thompson's argument for her. They make clear that one has to accede to their understanding of diversity to be hired to teach at the university.

NORMAN N. MINTZ
Boca Raton, Fla.
Mr. Mintz was executive vice president for academic affairs at Columbia University from 1982 to 1989.

I applaud Prof. Thompson for her article about the reappearence of loyalty oaths at the University of California. Did you know that the UC is noisily opening a "National Center for Free Speech" in Washington next month? You can't make this stuff up.

PROF. BILL CASEY
University of California, Davis

A WORD FROM...

Abigail Thompson, a Vice President of the AMS

Courtesy of University of California, Davis

This essay contains my opinions as an individual.

Mathematics has made progress over the past decades towards becoming a more welcoming, inclusive discipline. We should continue to do all we can to reduce barriers to participation in this most beautiful of fields. I am encouraged by the many mathematicians who are working to achieve this laudable aim. There are reasonable means to further this goal: encouraging students from all backgrounds to enter the mathematics pipeline, trying to ensure that talented mathematicians don't leave the profession, creating family-friendly policies, and supporting junior faculty at the beginning of their careers, for example. There are also mistakes to avoid. Mandating diversity statements for job candidates is one such mistake, reminiscent of events of seventy years ago.

In 1950 the Regents of the University of California required all UC faculty to sign a statement asserting that "I am not a member of, nor do I support any party or organization that believes in, advocates, or teaches the overthrow of the United States Government, by force or by any illegal or unconstitutional means, that I am not a member of the Communist Party." Eventually thirty-one faculty members were fired over their refusal to sign. Among them was David Saxon, an eminent physicist who later became the president of the University of California.

Faculty at universities across the country are facing an echo of the loyalty oath, a mandatory "Diversity Statement" for job applicants. The professed purpose is to identify candidates who have the skills and experience to advance institutional diversity and equity goals. In reality it's a political test, and it's a political test with teeth.

What are the teeth? Nearly all University of California campuses require that job applicants submit a "contributions to diversity" statement as a part of their application. The campuses evaluate such statements using rubrics, a detailed scoring system. Several UC programs have used these diversity statements to screen out candidates early in the search process.

A typical rubric from UC Berkeley[1] specifies that a statement that "describes only activities that are already the expectation of Berkeley faculty (mentoring, *treating all students the same regardless of background*, etc)" (italics mine) merits a score of 1–2 out of a possible 5 (1 worst and 5 best) in the second section of the rubric, the "track record for advancing diversity" category.

The diversity "score" is becoming central in the hiring process. Hiring committees are being urged to *start* the review process by using officially provided rubrics to score the required diversity statements and to eliminate applicants who don't achieve a scoring cut-off.

Why is it a political test? Politics are a reflection of how you believe society should be organized. Classical liberals aspire to treat every person as a unique individual, not as a representative of their gender or their ethnic group. The sample rubric dictates that in order to get a high diversity score, a candidate must have actively engaged in promoting different identity groups as part of their professional life. The candidate should demonstrate "clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities" and describe "multiple activities in depth." Requiring candidates to believe that people should be treated differently according to their identity is indeed a political test.

The idea of using a political test as a screen for job applicants should send a shiver down our collective spine. Whatever our views on communism, most of us today are in agreement that the UC loyalty oaths of the 1950s

Abigail Thompson is a professor in and the chair of the Department of Mathematics at the University of California, Davis and a vice president of the AMS. Her email address is thompson@math.ucdavis.edu.

[1]ofew.berkeley.edu/sites/default/files/rubric_to_assess_candidate_contributions_to_diversity_equity_and_inclusion.pdf

were wrong. Whatever our views on diversity and how it can be achieved, mandatory diversity statements are equally misguided. Mathematics is not immune from political pressures on campus. In addition to David Saxon, who eventually became the president of the University of California, three mathematicians were fired for refusing to sign the loyalty oath in 1950. Mathematics must be open and welcoming to everyone, to those who have traditionally been excluded, and to those holding unpopular viewpoints. Imposing a political litmus test is not the way to achieve excellence in mathematics or in the university. Not in 1950, and not today.

LETTERS TO THE EDITOR

Responses to "A Word from… Abigail Thompson"

Thank you to all those who have written letters to the editor about "A Word from… Abigail Thompson" in the December 2019 *Notices*. I appreciate your sharing your thoughts on this important topic with the community. This section contains letters received through December 31, 2019, posted in the order in which they were received. We are no longer updating this page with letters in response to "A Word from… Abigail Thompson."

—*Erica Flapan, Editor in Chief*

Re: Letter by Abigail Thompson

Dear Editor,

I am writing regarding the article in Vol. 66, No. 11, of the *Notices of the AMS*, written by Abigail Thompson. As a mathematics professor, I am very concerned about ensuring that the intellectual community of mathematicians is focused on rigor and rational thought. I believe that discrimination is antithetical to this ideal: to paraphrase the Greek geometer, there is no royal road to mathematics, because before matters of pure reason, we are all on an equal footing. In my own pursuit of this goal, I work to mentor mathematics students from diverse and disadvantaged backgrounds, including volunteering to help tutor students at other institutions. Their success, despite their non-traditional backgrounds, is a great confirmation of my belief that great mathematicians can come from anywhere, and that we must help those whose histories have left them at a disadvantage compared to more stereotypical mathematics students.

I am nonetheless in complete agreement with Dr. Thompson that demands for ideological conformity are just as antithetical to the ideal of reason to which we mathematicians strive. We must remain free to hold our own ideologies, as well as to debate policies and methods for implementing those ideologies. This includes allowing professors of mathematics to debate how best to ensure that our community can be fair, open, and welcoming to people of all backgrounds, and not requiring that everyone subscribe to the same ideas without question. Thompson is correct to say that the UC system's policies are troubling. I am grateful for her letter.

Sincerely,
Blake Winter
Assistant Professor of Mathematics, Medaille College

(Received November 20, 2019)

Letter to the Editor

I am writing in support of Abigail Thompson's opinion piece (AMS *Notices*, 66(2019), 1778–1779). We should all be grateful to her for such a thoughtful argument against mandatory "Diversity Statements" for job applicants. As she so eloquently stated, "The idea of using a political test as a screen for job applicants should send a shiver down our collective spine." It is especially pleasing to find her article grounded in the history of a similar incident and so generous to those who feel differently.

In addition, I thank Erica Flapan for publishing this article. Avoiding troubling issues is always the easiest path. It is good to see the *Notices* willing to explore controversial topics that are of great importance to the mathematical community and to academia in general.

Well done!

—*George E. Andrews*
Past President, American Mathematical Society

(Received November 21, 2019)

Abby Thompson's opinion piece

To the editor:

I applaud your running Thompson's piece about the 'diversity criterion' in hiring.

I am not yet sure of my position on this matter: I can see several ways of looking at the issue. But I find Thompson's essay thought provoking and well reasoned, and it will contribute to my understanding of the issue.

We invite readers to submit letters to the editor at `notices-letters@ams.org`.

Sue VanHattum, Contra Costa College
Susan D'Agostino, Johns Hopkins University
Susan Goldstine, St. Mary's College of Maryland
Susan Hollingsworth, Edgewood College
Susan J. Sierra, University of Edinburgh
Suzanne Lynch Boyd, University of Wisconsin Milwaukee
Suzanne Sindi, University of California, Merced
Sylvain Lavau, IMJ-PRG, Université Paris Diderot
Talia Fernós, UNC Greensboro
Tarik Aougab, Haverford College
Taro Shima, City College of New York
Taylor E. Martin, Sam Houston State University
Taylor Short, Grand Valley State University
Teri Murphy, University of Cincinnati
Terrence Blackman, Medgar Evers College, CUNY
Therese Shelton, Southwestern University (TX)
Theron J Hitchman, University of Northern Iowa
Thomas Dick, Oregon State University
Thomas Goodwillie, Brown University
Tim Hsu, San Jose State University
Tim McEldowney, West Virginia University
Timothy E. Goldberg, Lenoir-Rhyne University
Timothy Feeman, Villanova University
Timothy Ferdinands, Alfred University
Timothy J. Huber, University of Texas Rio Grande Valley
Tony Samuel, University of Birmingham, UK
Topaz Wiscons, California State University, Sacramento
Travis Morrison, University of Waterloo
Travis Shrontz, Georgia Tech
Tyler Chen, University of Washington
Valerie Peterson, University of Portland
Vanessa Aguirre, San Francisco State University
Vanessa Rivera-Quiñones, No affiliation
Vicki-Lynn Holmes, Hope College
Victor Ocasio-Gonzalez, University of Puerto Rico-RUM
Victor Piercey, Ferris State University
Vikram Kamat, Villanova University
Virgil U Pierce, University of Northern Colorado
Vitaly Lorman, University of Rochester
Volker Ecke, Westfield State University
Wendy M. Smith, University of Nebraska
Whitney George, University of Wisconsin - La Crosse
Widodo Samyono, Jarvis Christian College
William Malone, Temecula Valley Unified School District
William Worden, Rice University
Xander Faber, IDA/Center for Computing Sciences
Xiao Xiao, Utica College
Ximena Catepillan, Millersville University of Pennsylvania
Yan Zhuang, Davidson College
Yang Xiao, Brown University
Yemeen Ayub, George Mason University
Yousuf George, Nazareth College
Yuri Santos Rego, OvG University Magdeburg
Ziva Myer, Duke University

Letter to the Editor

To the American Mathematical Society:

We write with grave concerns about recent attempts to intimidate a voice within our mathematical community. Abigail Thompson published an opinion piece in the December issue of the *Notices of the American Mathematical Society* (`https://www.ams.org/journals /notices/201911/rnoti-p1778.pdf`). She explained her support for efforts within our community to further diversity, and then described her concerns with the rigid rubrics (`https://ofew.berkeley.edu/sites /default/files/rubric_to_assess_candidate_ contributions_to_diversity_equity_and_ inclusion.pdf`) used to evaluate diversity statements in the hiring processes of the University of California system.

The reaction to the article has been swift and vehement. An article posted at the site QSIDE (`https://qside institute.org/2019/11/19/diversity-statements -in-hiring-the-american-mathematical-society -and-uc-davis`) urges faculty to direct their students not to attend the University of California-Davis, where Prof. Thompson is chair of the math department. It recommends contacting the university to question whether Prof. Thompson is fit to be chair. And it recommends refusing to do work for the *Notices of the American Mathematical Society* for allowing this piece to be published.

Regardless of where anyone stands on the issue of whether diversity statements are a fair or effective means to further diversity aims, we should agree that this attempt to silence opinions is damaging to the profession. This is a direct attempt to destroy Thompson's career and to punish her department. It is an attempt to intimidate the AMS into publishing only articles that hew to a very specific point of view. If we allow ourselves to be intimidated into avoiding discussion of how best to achieve diversity, we undermine our attempts to achieve it.

We the undersigned urge the American Mathematical Society to stand by the principle that important issues should be openly discussed in a respectful manner, and to make a clear statement that bullying and intimidation have no place in our community.

Signed,
Scott Aaronson, University of Texas at Austin
Vyacheslav M. Abramov, retired
Dan Abramovich, Brown University
Colin Adams, Williams College
Alejandro Adem, University of British Columbia
Karim Adiprasito, U Copenhagen and Hebrew U Jerusalem
Siddharth Agarwal, KU Leuven
Adebisi Agboola, UC Santa Barbara
Arseniy Akopyan, IST Austria
Roger L. Albin, University of Michigan
Ian Alevy, University of Rochester
Maria Angeles Alfonseca Cubero, North Dakota State University
Kenneth S. Alexander, U. Of Southern California
Bruce Allardice, Professor of History
Daniel Allcock, U.T. Austin
M. D. Allen, University of Wisconsin-Fox Valley
Ryan Alweiss, Princeton University
Ekaterina Amerik, Université Paris-Sud
Vrege Amirkhanian, ATU retired

William Geller, Indiana University-Purdue University Indianapolis

Edward George, University of Pennsylvania

Fritz Gesztesy, Baylor University

Ezra Getzler, Northwestern University

Saeed Ghahramani, Western New England University

Robert Ghrist, University of Pennsylvania

Patrick Gilmer, Louisiana State University

Harry J. Gindi, University of Edinburgh

Victor Ginzburg, University of Chicago

Viktor Ginzburg, University of California, Santa Cruz

Eleftherios Gkioulekas, The University of Texas Rio Grande Valley

James Glimm, Department of Applied Mathematics and Statistics, Stony Brook University

Heide Gluesing-Luerssen, University of Kentucky

Mark S. Gockenbach, Michigan Technological University

Andrey Gogolev, Ohio State University

Leo Goldmakher

William Goldman, Professor, University of Maryland

Larry Goldstein, University of Southern California

Robert Gompf, The University of Texas at Austin

Alexander Goncharov, Yale University

Daniel Gonzalez, Florida State University & the University of Notre Dame

Chaim Goodman-Strauss, University of Arkansas

Carolyn Gordon, Dartmouth College

Anton Gorodetski, University of California, Irvine

Claudio Gorodski, University of São Paulo

Prof. Dmitry Gourevitch, Weizmann Institute of Science

Fernando Q. Gouvêa, Colby College

Jonathan Graehl

Noah Graham, Middlebury College Department of Physics

Christopher Grant, Brigham Young University

Andrew Granville, U of Montreal and University College London

Josh Greene, Boston College

Jacob Greenstein, UC Riverside

J. Elisenda Grigsby, Boston College

Darij Grinberg, Drexel University

Misha Gromov, Courant Institute, NYU and IHES. France

Niels Grønbech-Jensen, UC Davis

Benedict H Gross, UCSD

Ilya Gruzberg, Professor, Ohio State University

Bo Guan, Ohio State University

Pavel Guerzhoy, University of Hawaii at Manoa

David Gürçay-Morris, Williams College

Ori Gurel-Gurevich, The Hebrew University of Jerusalem, Israel

Max Gurevich, Technion

Robert Guy, UC Davis

Ewain Gwynne, University of Cambridge

George Hagedorn, Virginia Tech

Emily Hamilton, California Polytechnic State University

David Hansen, MPIM Bonn

Evans Harrell, Georgia Institute of Technology

Shelly Harvey, Rice University

Deirdre Haskell, McMaster University

Dominique Haughton, Bentley University

Thomas F Hayes

David Heddle, Christopher Newport University

Raymond Heitmann, University of Texas at Austin

Dennis A. Hejhal, University of Minnesota

Harald Helfgott, University of Goettingen

David Hemmer, Michigan Technological University

David R. Henderson, Emeritus Professor of Economics, Naval Postgraduate School

James Henle, Smith College

Michael Henle, Emeritus, Oberlin College

Samuel Herman, New College of Florida

Hamid Hezari, UC Irvine

Jairo Iván Peña Hidalgo, FSU Student

Vladimir Hinich, University of Haifa

Eriko Hironaka

David Hoffman

Jan Holly, Colby College

Andrew Holt, Florida State College at Jacksonville

Ko Honda, UCLA

Anna-Lena Horlemann, St. Gallen, Switzerland

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John Hunter, UC Davis

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Deepak Kamlesh, DPhil Candidate in Mathematics, University of Oxford, UK

David Kane, Harvard University

Todd Kapitula, Calvin University

Michael Kapovich, Distinguished Professor, University of California, Davis

Anton Kapustin, California Institute of Technology

David A. Kareken, Ph.D., Indiana University School of Medicine

Svetlana Katok, Penn State University

Eric Katz, The Ohio State University

Louis H Kauffman, Professor Emeritus of Mathematics, University of Illinois at Chicago

Linda Keen Prof. Emerita, CUNY Graduate Center

William Messing, *School of Mathematics University of Minnesota*
Ina Mette
David A. Meyer, UC San Diego
Nicholas Meyer, University of Nebraska — Lincoln
Juan Migliore, University of Notre Dame
Michael Mihalik, Professor of Mathematics, Vanderbilt University
Claudia Miller, Syracuse University
Steven J Miller, Williams College
Willard Miller, University of Minnesota
Chris Miller, Ohio State University
Kenneth C Millett, University of California, Santa Barbara
Michael Mills, Psychology Department, Loyola Marymount University
Jan Minac, Western University
Guido Mislin, Professor Emeritus ETH Zürich
Dorina Mitrea, Baylor University
Boris Mityagin, Professor Emeritus, AMS Fellow; Ohio State University
Boughalem Mohammed, PhD student university Regensburg
Aydin Mohseni
Monica Montano, Case Western Reserve University
Richard Montgomery, UC Santa Cruz, distinguished professor
Warren S. Moore, III, Newberry College
John Morgan, Professor Emeritus, Columbia University
Prof. Yoav Moriah, Dept of Math, Technion Israel
Da'Shawn M. Morris, American Soldier
Evan D. Morris, Prof. Radiology and Biomedical Imaging, Biomedical Engineering, Pyschiatry, Yale University
Henri Moscovici, Ohio State University
Jean-Christophe Mourrat, Courant Institute, New York University
Tomasz S. Mrowka, MIT
Sujoy Mukherjee, The Ohio State University
David Mumford, Emeritus Professor, Harvard and Brown Universities
Julien Murzi, University of Salzburg
Alexander Nabutovsky, Professor of Mathematics, University of Toronto
Bruno Nachtergaele, University of California, Davis
Ramin Naimi, Occidental College
Fedor Nazarov, Kent State University
Nikita Nekrasov, Simons Center for Geometry and Physics, Stony Brook University
Yury Neretin, Pauli Institute, Vienna; Moscow State University
Walter Neumann, Barnard College, Columbia University
Andre Neves, University of Chicago
Eran Nevo, Hebrew University
Nicholas Nguyen, University of Kentucky
Dr. Ngoc Nguyen, Western Kentucky University
Yi Ni, California Institute of Technology
Dennis Nieman
Arjun Nigam
Barbara Nimershiem, Franklin & Marshall College
Leonard J. Nissim, Fordham University (retired)
João Nogueira, University of Coimbra
Emily Norton, TU Kaiserslautern
Jonathan Novak, UC San Diego
Dmitry Novikov, Weizmann Institute of Science
Alexei Novikov, Penn State University
Alan J. Nussbaum, Cornell University
Kevin O'Bryant, CUNY Staten Island and The Graduate Center

Serge Ochanine, University of Kentucky
Crichton Ogle, Ohio State University
Kasso A Okoudjou, UMD/MIT
Andrei Okounkov, Columbia University
Michael Olinick, Middlebury College
Ebenezer de Oliveira, Ohio State University
John Oprea, Professor Emeritus, Cleveland State University
Matthew Osborne, Ohio State University
Victor Ostrik, University of Oregon
Valentin Ovsienko, CNRS, France
Nicholas Owad, Colby College
Peter Ozsvath, Princeton University
Peter Y. Paik, Yonsei University
George Pappas, Michigan State University
Ziho Park, University of Chicago
Jason Parsley, Wake Forest University
Ori Parzanchevski, Hebrew University of Jerusalem
Yekaterina Pavlova, Palomar College
Natasa Pavlovic, University of Texas at Austin
Casey Perin, University of California, Irvine
Peter Perry, University of Kentucky
Laura J. Person, State University of New York-Potsdam
Timothy Perutz, UT Austin
Yakov Pesin, Penn State University
Jonathon Peterson, Purdue University
Ina Petkova, Dartmouth College
Yehuda Pinchover, Technion – Israel Institute of Technology
Ross G. Pinsky, Department of Mathematics, Technion-Israel Institute of Technology
Daria Poliakova, Copenhagen University
Carl Pomerance, Dartmouth College Emeritus
Wai Yan Pong, CSU Dominguez Hills
Sorin Popa, UCLA
Serguei Popov, University of Campinas
Erik Postma, Maplesoft
Benedikt Pötscher, University of Vienna
Leonid Potyagailo, University of Lille, France
Filip Pramenković, Univerza na Primorskem
Adam Prenosil, Department of Mathematics, Vanderbilt University
Kenneth Price, University of Wisconsin Oshkosh
Marina Prokhorova, Technion - Israel Institute of Technology
Jozef H. Przytycki, George Washington University
Elbridge Gerry Puckett, Full Professor, Department of Mathematics, UC Davis
Joshua Pughe-Sanford, Georgia Tech
Jonathan Pyle
You Qi, University of Virginia
Stephen Quilley, SERS, University of Waterloo
Maksym Radziwill, Caltech
Shawn Rafalski, Fairfield University
Surjeet Rajendran
Zoi Rapti, University of Illinois, Urbana-Champaign
Alexander Rashkovskii, University of Stavangervanger
Sarah Dean Rasmussen, University of Cambridge
Jacob Rasmussen, Cambridge
John Ratcliffe, Department of Mathematics, Vanderbilt University
Hari Rau-Murthy Ph.D. student at University of Notre Dame
Animesh Ray, Professor, Keck Graduate Institute
Margaret A. Readdy, University of Kentucky

Robert Redfield
Charles Reichhardt, Los Alamos National Laboratory
Alan Reid, Rice University
Ben Reid, Lander University
Hanna Reisler, Professor of Chemistry, USC
Kui Ren, Columbia University/University of Texas at Austin
Nicolai Reshetikhin, University of California, Berkeley
Vladimir Retakh, Rutgers University
Ilya Reviakine, University of Washington - Seattle
Lev Reyzin, Department of Mathematics (MSCS), University of Illinois at Chicago
Brendon Rhoades, UC San Diego
Henry Ricardo, City University of New York (Retired)
Donald Richards, Penn State University
Tom Richmond, Western Kentucky University
Bastian Rieck, ETH Zurich
Hans Riess, University of Pennsylvania
Timothy Riley, Cornell University
Igor Rivin, Temple University
Neil Robertson, Emeritus Professor, Ohio State University
Altha Rodin, University of Texas at Austin
Gregory Rodin, Oden Institute, University of Texas at Austin
Federico Rodriguez Hertz, Penn State
Casey Rodriguez, Massachusetts Institute of Technology
Claude Roger, Pr Emeritus, Université de Lyon
Dan Romik, UC Davis
Jason Rosenhouse, James Madison University
Joachim Rosenthal, University of Zurich
Hugo Rossi, Mathematics, University of Utah
Paolo Rossi, Università degli Studi di Padova
Raphael Rouquier, UCLA
Colin Rourke, Emeritus Professor of Mathematics, University of Warwick
Lev Rozansky, Professor, Department of Mathematics, University of North Carolina at Chapel Hill
Daniel Ruberman, Brandeis University
Volodya Rubtsov, Université d'Angers (France)
Mark Rudelson, University of Michigan
Lee Rudolph, Clark University
Andrey Rukhin
David B Rush
Lorenzo Sadun, University of Texas at Austin
Gershon Sageev, UB math. dept.
Abhishek Saha, Reader in Mathematics at Queen Mary University of London
Masahico Saito, USF
Yiannis Sakellaridis, Johns Hopkins University
Michael Saks, Rutgers University
Andrew Salmon, MIT
Philip Carl Salzman, Emeritus Professor of Anthropology, McGill University
Wendy Sandler, University of Haifa
Mark Sapir, Vanderbilt University
Martin Scharlemann, University of California at Santa Barbara
B. Schaum, USF
Michael Schein, Bar-Ilan University
Hal Schenck, Department of Mathematics, Auburn University
Wilfried Schmid, Harvard University
Ulrike Schneider, TU Vienna
Jennifer Schultens, UC-Davis

Peter Schumer, Middlebury College
Richard Schwartz, Chancellor's Professor of Mathematics, Brown University
Albert Schwarz, UC Davis, emeritus, AMS Fellow
Peter Scott, University of Michigan
Zlil Sela, Hebrew University
Marjorie Senechal, Smith College
Ambar Sengupta, University of Connecticut
Illya Serdyuk
Vera Serganova, UC Berkeley
Brigitte Servatius, WPI
Cheri Shakiban, University of St. Thomas
Xuancheng Shao, University of Kentucky
Uri Shapira
Daniel Shapiro, Ohio State University
Dmitry Shemetov, UCDavis Graduate Student
Zhongwei Shen, University of Kentucky
Vivek Shende, UC Berkeley
Malcolm Sherman, UAlbany, SUNY
Theodore James Sherman, Professor of English, Middle Tennessee State University
Mikhail Shifman, University of Minnesota
Evgeny Shinder, University of Sheffield
Aleksander Shmakov, University of Georgia
Tatiana Shubin, San Jose State University
Adam Sikora, SUNY Buffalo
Daniel Silver, University of South Alabama
Jim Simons, Simons Foundation
Howard Skogman, SUNY Brockport
Theodore Slaman, University of California Berkeley
Nat Smale, Math Department, University of Utah
Stephen Smale, math (emeritus) Univ of Calif. Berkeley
Roxana Smarandache
David C. Smith, Williams College
Michael Smith, UC Berkeley
Bert Frank Smits
Matthew Snyder
Sergey I Sobolev, retired
Mikhail Sodin, Tel Aviv University
Houshang H. Sohrab, Towson University
Sara A. Solla, Northwestern University
Jake Solomon, Hebrew University
Ronald Solomon, Professor Emeritus, Ohio State University
Jack Sonn, Professor Emeritus, Technion-Israel Institute of Technology
Jenya Soprunova, Kent State University
Alexander Soshnikov, UC Davis Mathematics Department
Kannan Soundararajan, Stanford University
Steven Sperber, University of Minnesota, School of Mathematics
Andrew Staats
Gigliola Staffilani, MIT
Joseph Stahl, UC Berkeley
Alina Stancu, Concordia University
Michael Stay, CTO, Pyrofex Corp.
Joseph Steinberg, University of Toronto
Ronald J. Stern, Prof and Dean Emeritus UC Irvine
Thomas Strohmer, University of California, Davis
Walter Stromquist, Bryn Mawr College
Professor Jeffrey Stuart, Pacific Lutheran University
Benny Sudakov, Professor, ETH Zurich

John Sullivan, AMS Fellow, TU Berlin
Mikael Sundqvist, Lund University, Sweden
Frank Swenton, Middlebury College
Sergei Tabachnikov, Penn State
Thibaud Taillefumier, UT Austin
Ramin Takloo-Bighash, University of Illinois at Chicago
David Talcott, The King's College (NY)
Julie Tannenbaum, Pomona College
Terence Tao, UCLA
Clifford Henry Taubes, Department of Mathematics, Harvard University
Laurence R. Taylor, University of Notre Dame
Scott Taylor, Colby College
Michael Temkin, Chair, Department of Mathematics, Hebrew University
Ivo Terek, Ohio State University
Morwen Thistlethwaite, University of Tennessee-Knoxville
Lola Thompson, Max Planck Institute and Oberlin College
Frank J. Tipler, Professor of Mathematics, Tulane University
Antonino Travia, student at the University of South Florida
Lisa Traynor, Bryn Mawr College
Nancy S True, Professor Emerita, UC Davis
Bena Tshishiku, Brown University
Anastasiia Tsvietkova, Rutgers University, Newark
Henry Tucker, UC Riverside
Alexander Tumanov, Professor, University of Illinois
Alexander Turbiner, AMS member and APS Fellow, National University of Mexico
Victor Turchin, Kansas State University
Ilya Tyomkin, Ben-Gurion University of the Negev
Nikos Tzirakis University of Illinois at Urbana-Champaign
John Urschel, MIT
Alek Vainshtein, University of Haifa
Ravi Vakil, Stanford University
Lou van den Dries, University of Illinois at Champaign-Urbana
Allan van Hulst, Max Planck Institute, the Netherlands
Donald Vandegrift, The College of New Jersey
Yakov Varshavsky, The Hebrew University of Jerusalem
Monica Vazirani, UC Davis
Daniel Velleman, emeritus, Amherst College
J. David Velleman, Department of Philosophy, NYU
Akshay Venkatesh, Institute for Advanced Study
Oleg Viro, Stony Brook University
Misha Vishik, Department of Mathematics, The University of Texas at Austin
Angelo Vistoli, Scuola Normale Superiore, Italy
David A. Vogan, Jr. Dept of Mathematics, MIT
Vladislav Vysotsky, University of Sussex
Rebecca Wahl, Butler University
Bronislaw Wajnryb, Rzeszow University of Technology, Poland
Kevin Walker, MSQ
Lynne H Walling, University of Bristol (Fellow of the AMS)
Yi Wang, SUNY Buffalo
Zhenghan Wang, Microsoft Station Q and UCSB math
Rachel Ward, UT Austin
Michael S. Waterman, University of Southern California
Paul Wedrich, MPIM
Shmuel Weinberger, University of Chicago
Steven H. Weintraub, Lehigh University
Aaron Weiss, mekaz lev acadamy

Benjamin Weiss, Hebrew Univ. of Jerusalem
Hans Wenzl, UC San Diego
Brian White, Stanford University
Steven R. White, MD, University of Chicago
Susan G. Williams, University of South Alabama
Elizabeth Wilmer, Oberlin College
Peter Winkler, Dartmouth College / National Museum of Mathematics
Jeff Witmer, Oberlin College
Curt Wittig, Professor of Chemistry, USC
Gershon Wolansky, Technion, Haifa Israel
Helen Wong, Claremont McKenna College
Mark R. Woodard, Furman University
Hung-Hsi Wu, Univ. of Cal., Berkeley
Jared Wunsch, Northwestern University
Abraham Wyner, UPenn
Eugene Z. Xia, National Cheng Kung University
Dongbin Xiu, Ohio State University
Sergei Yakovenko, Weizmann Institute of Science
Michael Yampolsky, University of Toronto
Deane Yang, New York University
Irina Yaroshevskaya, PhD in Computer Science
Eylem Zeliha Yildiz, Harvard University
Alexander Yong, University of Illinois at Urbana-Champaign
Amanda Young, TU Munich
Elena Yudovina, PhD, C.H. Robinson
Svetoslav Zahariev, City University of New York
Labib Zakaria, Undergraduate Student at Oregon State University
Yuri Zarhin, Pennsylvania State University
Vladimir Zbarsky
Ng Ze-An, London School of Economics
Steven Zegas, concerned citizen
Anton Zeitlin, Louisiana State University
Ofer Zeitouni, Weizmann Institute
Shaul Zemel, the Hebrew University of Jerusalem, Israel
Andrew Zeng
Chao Zhang, University of Southern California
Mengyuan Zhang, UC Berkeley
Yilong Zhang, Ohio State University
Zhenghe Zhang, UC Riverside
Vadim Zharnitsky, University of Illinois
Zvi Ziegler, Technion, Haifa, Israel
Ludmil Zikatanov, Penn State
Gordan Zitkovic, The University of Texas at Austin
Nahum Zobin, College of William and Mary
Alex Zupan, University of Nebraska-Lincoln
Artem Zvavitch, Kent State University
Peter Zvengrowski, Professor Emeritus, University of Calgary

A Response to "A Word From…" in the December 2019 Issue of the AMS *Notices*

There is a false equivalence underlying the entire argument behind Abigail Thompson's essay in the December 2019 issue of the AMS *Notices*. Thompson draws a comparison between the loyalty oaths of the 1950s in the University of California system on one hand, and the diversity statements that are currently required by applicants for positions in that same system on the other. Loyalty oaths were an in-

UNIVERSITY OF CALIFORNIA

Board of Regents

Search

Standing Order 101. Faculty Members and Other Employees of the University

101.1: Employment Status

a. Appointments of Regents' Professors and University Professors shall be voted by the Board upon recommendation of the President of the University, following consultation with the Committee on Educational Policy.

b. Dismissal of an academic appointee who holds tenure or security of employment shall be voted by the Board upon recommendation of the President of the University, following consultation with the appropriate Chancellor. Prior to recommending dismissal, the Chancellor shall consult with the appropriate advisory committee(s) of the Division of the Academic Senate.

c. Appointments, promotions, demotions, and dismissals of all faculty members and other employees, except as otherwise provided in the Bylaws, Standing Orders, or Regental policies, shall be under the jurisdiction of the President of the University, and of the Secretary and Chief of Staff, Chief Investment Officer, and General Counsel of The Regents in their respective areas of responsibility.

d. No political test shall ever be considered in the appointment and promotion of any faculty member or employee.

e. Reemployment appointments of retired University employees to any Senior Management Group or other staff position shall be governed by the Regents policy on Reemployment of University of California Retired Employees.

Includes amendments through November 2013

See Also

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO   SANTA BARBARA • SANTA CRUZ

OFFICE OF THE PROVOST AND
EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

OFFICE OF THE PRESIDENT
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

March 12, 2019

EXECUTIVE VICE CHANCELLORS/PROVOSTS
VICE PROVOSTS FOR ACADEMIC AFFAIRS/ACADEMIC PERSONNEL
CHIEF DIVERSITY OFFICERS

Re: Recommendations for the Use of Contributions to Diversity, Equity, and Inclusion (DEI) Statements for Academic Positions at the University of California

Dear Colleagues:

I am enclosing the jointly authored recommendations by the University Committee on Affirmative Action, Diversity, and Equity (UCAADE), and the Systemwide Equal Employment/Affirmative Action Administrators Group, and unanimously endorsed by the Academic Council, for the use of Statements on Contributions to Diversity, Equity, and Inclusion for UC academic positions. Academic Council Chair May requested that the recommendations be shared with you. I am pleased to do so.

In summary, the six recommendations address guidelines for the content and use of diversity, equity, and inclusion statements as follows: (1) Require all faculty applicants at the University of California to submit a statement; (2) Provide guidance to potential candidates on how to prepare statements; (3) Create an assessment rubric, in consultation with the Equity Advisor or equivalent, to evaluate the candidate's past and potential future contributions; (4) Further assess candidates' readiness to advance diversity, equity, and inclusion during the campus visit; (5) Ensure department-level accountability; and (6) Develop guidelines to implement the use of statements in a consistent manner to align expectations regarding assessment of diversity contributions from time of hiring through academic reviews for merit and promotion and ensure that there is also administrative accountability on this matter. The Council recommendations refer to "Diversity, Equity, and Inclusion (DEI) Statements," reflecting current naming practice on several UC campuses; other campuses refer to "Contributions to Diversity (C2D) Statements; and the APM refers to "contributions to diversity and equal opportunity."

I know your campuses are all acutely aware of the need to prioritize the recruitment of a diverse faculty in order to remain a leading institution of higher education. The diversification of the professoriate both advances academic quality and innovation, and it is key to activating the University's role as one of California's instruments of opportunity.

Through its policies, UC has adopted a strategy for recruiting and retaining a diverse faculty by recognizing and rewarding faculty contributions to diversity and equal opportunity through their teaching, research, outreach, and service. In 2006, UC faculty and administration approved new language in the Academic Personnel Manual (APM 210-1-d) specifying the importance of contributions to diversity and equal opportunity in faculty recruitment and evaluation, and updated it after vigorous engagement by faculty in 2015. The Academic Council recommendations emphasize the need to include review of such contributions during recruitment, but also during merit and promotion review; they also recommend that "campus administrators should be assessed for their contributions to DEI in regular performance reviews."

APM-210-1-d has played a powerful role in our successful hiring of a more diverse faculty. In the last five years, faculty have increasingly recognized the important role of contributions to diversity in their work. Nearly all UC campuses now require that applicants for faculty positions submit a diversity statement as a part of their application materials through UC Recruit. Some campus departments have refined their evaluation of such statements through the use of rubrics. Several of the departments participating in the advancing faculty diversity programs initiated through the Office of the President have prioritized contributions to diversity credentials of candidates earlier in the search process and modeled evaluation processes that integrate this information into review of candidates' skills, experience, expertise, and promise.

Many of the enclosed recommendations will be familiar to you, since they draw from best practices that have been promoted on your campuses and during systemwide conversations and convenings. They are intended to promote clarity and consistency in the use of statements across campuses, and to raise awareness of and regularize the implementation of APM-210-1-d.

Please share and discuss with your deans the enclosed recommendations, how they can be implemented, and how to ensure accountability at the department, school, and campus levels.

As you know, the President and I consider the diversification of the faculty among our top priorities, and the Regents and the California legislature urge us to consider a diverse and culturally responsive faculty essential in maintaining our leadership role as educators of a great many of California's undergraduate and graduate students.

Thank you for your continuing efforts to build an excellent University built on its commitments to diversity, equity, and inclusion.

Sincerely,

Michael T. Brown, Ph.D.
Provost and
Executive Vice President for Academic Affairs

Attachment:
      Recommendations for the Use of Contributions to Diversity, Equity, and
      Inclusion (DEI) Statements for Academic Positions at the University of California

cc: President Napolitano
      Chancellors
      Academic Council Chair May
      UCAADE Chair Siu
      Vice Provost Carlson
      Vice Provost Gullatt
      Associate Vice Provost Halimah
      Executive Director Baxter
      Executive Director Peterson
      Academic Personnel Directors
      Director Lee
      Manager Kim

The Use of Contributions to Diversity, Equity, and Inclusion (DEI) Statements for Academic Positions at the University of California

Joint Recommendations
The University Committee on Affirmative Action, Diversity, and Equity (UCAADE)
UC Systemwide Equal Opportunity/Affirmative Action Administrators Group (EO/AA)
November 15, 2018
Revised: January 22, 2019
Approved by Academic Council: January 23, 2019

Core Values of the University of California: Diversity, Equity, and Inclusion

The [University of California Regents Policy 4400](#) affirms the central importance of diversity and equal opportunity at the University of California: *The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present… Diversity aims to broaden and deepen both the educational experience and the scholarly environment… Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity.*

Similarly, [APM 210-1-d](#) states: "*Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements.*"

The Use of Diversity, Equity, and Inclusion (DEI) statements

Creating an equitable and inclusive environment enables all members of the UC to thrive and to work toward their full potential. DEI statements foster productive discussion on how faculty, both current and prospective, can shape and improve the overall learning and working environment in higher education. By encouraging both faculty and faculty applicants to discuss their awareness of and to think intentionally about how they can contribute to diversity, equity, and inclusion, DEI statements can inspire pedagogical and research innovation as well as deepen engagement with these values in all aspects of their work. The systemwide implementation of the use of these statements both affirms DEI as core values of the UC and reinforces the expectation that all faculty are responsible for diversity, equity, and inclusion, thereby ensuring that this work is shared broadly and recognized appropriately. By making visible and intentional the work required to advance DEI and by developing guidelines for meaningful assessment and recognition, these statements can transform good intentions into action and practice.[1] Given the UC's core values and its uncompromising

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[1] https://www.chronicle.com/article/In-Defense-of-Diversity/245463

position to promote equal opportunity and diversity, the implementation of the use of DEI statements not only reaffirms those values but also concretely strengthens our institutional commitment to those values.

The importance of Guidance for Faculty Hiring and Academic Review

As of fall 2018, *eight of the ten*[2] UC campuses require a "Statement on Contributions to Diversity," or equivalent, from all applicants of academic positions. However, despite it being a required component of the faculty application process, campuses offer varying levels of guidance for preparing and assessing these statements. For instance, while UCB and UCSD[3] provide comprehensive guidelines for both faculty applicants on how to prepare the statements and search committees on how to assess them, UCD, UCI, UCLA, UCM, UCR, UCSF and UCSC only offer guidance to faculty applicants, and the level of detail that each campus offers varies significantly. Given that DEI statements from faculty applicants are now required at all UC campuses but two, it is important to establish general guidance for implementation.

The 2013 ADVANCE PAID program's systemwide roundtable report on "The Role of Contributions to Diversity in Faculty Hiring and Academic Review" emphasizes that advancing diversity and equity is the responsibility of the entire university community. The report indicates that the adoption of DEI statements along with evaluation guidelines has proven to increase the hiring of URMs. Similarly, preliminary data from the UCOP Advancing Faculty Diversity Project affirm that the use of DEI statements in candidate evaluations can serve as an effective tool to advance diversity. UC Berkeley's report on search committee practices indicates that the use of DEI statements shows promise in increasing diversity at the applicant stage and suggests that the statements function most optimally when both applicants and search committee members are given adequate guidance on how to engage with the topic in meaningful ways. In other words, to maximize the efficacy of DEI statements in the hiring process, adequate guidance is needed for *both* applicants and search committee members.

To make consistent and enduring UC's expectations for DEI contributions, it is important to extend the use of DEI statements from the time of hiring through faculty advancement. APM 210-1-D already specifies that contributions to DEI "should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements." Furthermore, UCOP's Academic Personnel and Programs Office have developed guidelines for evaluating contributions to diversity for faculty appointment and promotion under APM 210. As part of a faculty's dossier, the statement helps highlight one's contributions to DEI in

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[2] Although UCB does not have a campus-wide requirement, nearly all search committees have required it in recent years. UCB is currently considering formalization of this requirement, beginning in academic year 2019-2020. UCSB does not require the use of DEI statements.
[3] UCSD's "Guidelines to Evaluate Contributions to Diversity" is located on an academic program website: https://socialsciences.ucsd.edu/resources/faculty. Adding a link to the "Contributions to Diversity Statements" webpage may allow for easier access.

research, teaching, and service. Making visible and explicit these contributions aids the assessment process and allows for recognition and accountability.

Understanding that there is no "one-size-fits-all" approach, we recommend the following to promote greater consistency in achieving full consideration of diversity, equity, and inclusion in faculty hiring and academic review at the University of California. The first five recommendations address the hiring process, while the last recommendation (developed in consultation with UCAP and UCFW) concerns the incorporation of DEI statements in academic reviews for merit and promotion.

1. **Require all faculty applicants at the University of California to submit a DEI statement.**
   - Making the use of DEI statements a systemwide requirement sets a basic standard to put into organizational practice UC's commitment to diversity, equity, and inclusion. It advances a systematic approach to incorporating these core values into our hiring practices.

2. **Provide guidance to potential candidates on how to prepare DEI statements.**
   - Indicate what areas candidates should consider when writing their statements, including their awareness, past record, and future plans to advance diversity, equity, and inclusion.
   - Provide information on the use of DEI Statements.
   - Include campus links to diversity, equity, and inclusion activities and initiatives.

3. **Create an assessment rubric[4], in consultation with the Equity Advisor or equivalent, to evaluate the candidate's ability to:**
   - Articulate awareness and understanding of diversity, equity, and inclusion, especially as they relate to underrepresented groups in higher education. Life experiences may be an important aspect.
   - Show a record of past activities and current efforts that help advance diversity, equity, and inclusion, calibrated to career stage.
   - Provide specific, concrete plans for future contributions to diversity, equity, and inclusion at the University of California.

4. **Further assess candidates' readiness to advance diversity, equity, and inclusions during the campus visit. Examples include:**
   - Have candidates discuss explicitly their work in this area, including how they intend to put in practice UC's core values of diversity, equity, and inclusion.

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[4] Example of Evaluation Grid (UC Irvine): https://inclusion.uci.edu/recruitment-resources/

- Have candidates meet with students, and include in search deliberations student feedback on each candidate's readiness to advance diversity, equity, and inclusion.

5. **Ensure department-level accountability.**

   - Require, as part of the appointment case, a written assessment of the proposed faculty hire's awareness, record, and future plans to advance diversity, equity, and inclusion.

   - Communicate to incoming faculty clear expectations of their sustained contributions to diversity, equity, and inclusion.

6. **Each campus should develop guidelines to implement the use of DEI statements in a consistent manner to align expectations regarding assessment of diversity contributions from time of hiring through academic reviews for merit and promotion. This process should include relevant Senate participation.[5]**

   - All merit and promotion reviews are, and should continue to be, evaluated on contributions to research, teaching, and service. APM 210-1-D specifies that all faculty contributions to DEI "should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements." This is best achieved through a DEI statement that foregrounds and makes explicit DEI contributions to research, teaching, and/or service. The use of these statements facilitates intentional and explicit assessment of DEI contributions in the academic review process. Each campus should determine the best format for the submission of DEI statements. DEI statements do *not* represent a new criterion for evaluation.

   - Research focus and career stage should be taken into account when assessing contributions to diversity, equity, and inclusion. While faculty research may not address diversity, equity, and inclusion, all faculty can contribute to DEI through teaching, mentoring, professional activities, and service.

   - For academic review, we recommend using existing UCOP guidelines for assessment: "Evaluating Contributions to Diversity for Faculty Appointment and Promotion Under APM – 210" (https://www.ucop.edu/faculty-diversity/policies-guidelines/eval-contributions-diversity.pdf). These guidelines provide a starting point for further development.

   - As part of the overall dossier, DEI contributions should be assessed at all levels of the review process as aspects of research, teaching, and/or service.

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[5] Point #6 was developed in consultation with UCAP and UCFW.

- Exceptional achievement in diversity, equity, and inclusion in the areas of research, teaching, and/or service may warrant additional recognition and advancement as aspects of research, teaching, and/or service.

- Campuses should implement, within two years, the use of DEI statements consistent with each campus's use of research, teaching, and service statements in academic review.

The six recommendations above are intended to highlight faculty and faculty candidate contributions to DEI and to strengthen institutional efforts to recognize these contributions in both the hiring and academic review processes. Administrators should play a critical role in ensuring that contributions to diversity, equity, and inclusion are valued in all aspects of the institution. We therefore encourage campus administrators to take a leadership role in setting expectations, developing guidelines, and implementing procedures to ensure administrative accountability on this matter. Furthermore, campus administrators should be assessed for their contributions to DEI in regular performance reviews. Developing assessment guidelines and a similar review process for campus administrators would align UC's expectations for contributions to DEI for both faculty and administrators. It would ensure that both faculty and administrators are held accountable for advancing diversity, equity, and inclusion at the University of California.

Candidate Evaluation Tool for Faculty Searches

- Use the Selection Criteria created specifically for this search to populate the form (consider using a Google Form to expedite the review and scoring process).
- Consider using a 1- 5 rating for each category (5 = excellent, 4 = very good, 3 = good, 2 = fair, 1 = poor), where any score of "1" would disqualify a candidate from moving forward.
- Calibrate the scoring form by first discussing and agreeing on the selection criteria, and then having all committee members independently score 5- 10 applications to assess reliability.
- Base scoring on career stage and expected accomplishments for that level- discuss the different expectations for each criteria.
- Each applicant should be reviewed using this form by a minimum of two- three search committee members for the full pool. Widely divergent assessments should necessitate a "tie breaker" review.
- Each applicant on the "long list" should receive a review and rating by all committee members.
- Weights can be assigned to different categories as needed (e.g., if Research should be 60% of the total score, the three research categories can receive weighting to make them proportionally 60%).

Research			Teaching		Service		Contributions to Diversity, Equity, and Inclusion (DEI)*		
Curricular Fit	Productivity	Plans	Teaching Area	Mentoring	Engagement with the campus	Engagement with the professional community	Knowledge and understanding	Track Record	Plans
1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5
Example areas for assessing research quality and potential: • Past research accomplishments (publication record-- emphasize quality not number or journal, impact/novelty of research, presentations, grants/ fellowships etc.) • Research plan. Potential for sustained impact? Creative, doable, exciting? Long term and short term vision? Also consider info from rec letters. • How well does the proposed research mesh with current research in the department? Would they find research colleagues here? Synergy can come from techniques, systems, etc. • Potential for interdisciplinary collaboration • Interest and ability to develop a new research area			**Example areas for assessing teaching quality and potential:** • Potential to or demonstrated ability to teach undergrad and graduate courses (specify which areas) • Interest in teaching and record of teaching accomplishments • Ability to attract and successfully mentor excellent graduate students		**Example areas for assessing service:** • Potential or track record of department engagement • Potential to make a positive contribution to the department climate • Potential to be a conscientious community member • Potential to make positive contributions to the professional community		**Go to the OFEW contributions to diversity webpage for guidance. Example areas:** • Knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. • Familiarity with challenges faced by underrepresented individuals and the need to identify and eliminate barriers to their full and equitable participation and advancement. • Experiences or participation in activities designed to remove barriers and increase participation of underrepresented students, staff, and/or faculty. • Specific ideas for programs, initiatives, or activities to initiate at Berkeley if hired		

*See separate rubric for evaluating this area

Rubric to Assess Candidate Contributions to Diversity, Equity, and Inclusion

Knowledge about Diversity, Equity, and Inclusion

1 - 2

• Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities. Defines diversity only in terms of different areas of study or different nationalities, but doesn't discuss gender or ethnicity/race. Discusses diversity in vague terms, such as "diversity is important for science." May state having had little experience with these issues because of lack of exposure, but then not provide any evidence of having informed themselves. Or may discount the importance of diversity.

• Little demonstrated understanding of demographic data related to diversity in higher education or in their discipline. May use vague statements such as "the field of History definitely needs more women."

• Seems uncomfortable discussing diversity-related issues. May state that he or she "just hasn't had much of a chance to think about these issues yet."

• Seems not to be aware of, or understand the personal challenges that underrepresented invidvuals face in academia, or feel any personal responsibility for helping to eliminate barriers. For example, may state that it's better not to have outreach or affinity groups aimed at underrepresented individuals because it keeps them separate from everyone else, or will make them feel less valued.

3

• Individuals receiving a rating of "3" in the "Knowledge" dimension will likely show aspects of both "1-2" and "4-5" ratings. For example, they may express little understanding of demographic data related to diversity, and have less experience and interest in dimensions of diversity, but show a strong understanding of challenges faced by individuals who are underrepresented and the need to eliminate barriers, and be comfortable discussing diversity-related issues.

4 - 5

• Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. This understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities different from their own.

• Is aware of demographic data related to diversity in higher education. Discusses the underrepresentation of many groups and the consequences for higher education or for the discipline.

• Comfort discussing diversity-related issues (including distinctions and connections between diversity, equity, and inclusion), both in writing, and in a job talk session and one-on-one meetings with students, staff, and faculty.

• Understands the challenges faced by underrepresented individuals, and the need for all students and faculty to work to identify and eliminate barriers to their full and equitable participation and advancement.

• Discusses diversity, equity, and inclusion as core values that every faculty member should actively contribute to advancing.

Track Record in Advancing Diversity, Equity, and Inclusion

1 - 2

• Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment, or role).

• Only mentions activities that are already the expectation of faculty as evidence of commitment and involvement (for example, "I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women." Mentoring women scientists may be an important part of an established track record but it would be less significant if it were one of the only activities undertaken and it wasn't clear that the candidate actively conducted outreach to encourage women to join the lab.

• Descriptions of activities are brief, vague, or describe being involved only peripherally. Or the only activities were oriented toward informing oneself (for example, attended a workshop at a conference).

3	• May have participated extensively in a single activity. Less clear that there is an established track record.
	• Limited participation at the periphery in numerous activities, or participation in only one area, such as their research to the exclusion of teaching and service.
	• In describing mentoring of underrepresented students, mentions specific strategies used for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring
	• Membership in a student or professional organization that supports underrepresented individuals

4 - 5	• Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity and inclusion.
	• Consistent track record that spans multiple years (for example, applicants for assistant professor positions can describe activites undertaken or partcipated in as an undergraduate, graduate student and postdoctoral scholar)
	• Roles taken were significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed and tested pedagogy for an inclusive classroom and learning environment, while a current graduate student may have volunteered for an extended period of time for an organization or group that seeks to increase the representation of underrepresented groups in science).
	• Organized or spoke at workshops or other events (depending on career stage) aimed at increasing others' understanding of diversity, equity, and inclusion as one aspect of their track record.
	• Served as a leader in a student or professional organization that supports underrepresented individuals

Plans for Advancing Diversity, Equity, and Inclusion

1 - 2	• Vague or no statements about what they would do at Berkeley if hired. May even feel doing so would be the responsibility of someone else.
	• Describes only activities that are already the expectation of Berkeley faculty (mentoring, treating all students the same regardless of background, etc).
	• States that would be happy to "help out" but seems to expect the University or department to invite or assign them to activities.

| **3** | • Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or clear purpose (for example, if "outreach" is proposed, who is the specific target, what is the type of engagement, and what are the expected outcomes? What are the specific roles and responsibilities of the faculty member?) |

4 - 5	• Clear and detailed ideas for what existing programs they would get involved with and what new ideas they have for advancing equity and inclusion at Berkeley and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level (for example, a new assistant professor may plan to undertake one major activity within the department over the first couple of years, conduct outreach to hire a diverse group of students to work in their lab, seek to mentor several underrepresented students, and co-chair a subcommittee or lead a workshop for a national conference. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, including leadership).
	• Intends to be a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.
	• References activities already taking place at Berkeley and in the field, and how additional or new activites would advance equity and inclusion.
	• Addresses multiple areas of need (for example, classroom climate, the laboratory, conferences)

Initiative to Advance Faculty Diversity, Equity and Inclusion in the Life Science at UC Berkeley

Year End Summary Report: 2018-2019

Co-Chairs for the Initiative to Advance Faculty Diversity, Equity and Inclusion in the Life Sciences:

Dr. Rebecca Heald
Regional Associate Dean, Service Center 2
Professor, Molecular and Cell Biology

Dr. Mary Wildermuth
Associate Professor, Plant and Microbial Biology

In its first year, the Initiative to Advance Faculty Diversity, Equity and Inclusion in the Life Sciences made a strong impact on our campus and was a successful catalyst for positive change. It has been a high profile "proof of concept" that changing faculty search practices can result in successful recruitment of candidates that are both excellent researchers and committed advocates for advancing diversity, equity and inclusion (DE&I) through their research, teaching, and/or service.

This is a unique cross-divisional collaboration to advance faculty diversity in the life sciences rather than in just one department, division, or college. Inspired by the work of UC Berkeley's College of Engineering, this initiative advances faculty diversity, equity, and inclusion in a way that builds on the momentum created by the College of Engineering, as well as the momentum created by other campuses. It serves to strengthen the life sciences community at Berkeley. The participants include: the Department of Environmental Science, Policy, and Management, the Department of Nutritional Sciences and Toxicology, and the Department of Plant and Microbial Biology in the College of Natural Resources; the Department of Integrative Biology and the Department of Molecular and Cell Biology in the Biological Sciences Division of the College of Letters and Science; and the Department of Chemistry in the College of Chemistry, with full support from the cognizant deans.

As part of the Initiative, participating departments agreed to incorporate interventions in all future faculty recruitments. This change has been more difficult in some departments and has met resistance by a small number of senior faculty members. Nonetheless, the interventions in the initiative will be part of the on-going recruitment practices for all participating departments. What cannot be emphasized enough is the value of the Initiative in bringing together faculty and staff across departments who share a common passion and set of goals. The Initiative established a group of allies across campus who are valuable resources for support and encouragement, and above all are committed to changing the status quo. With support from the campus leadership, the Life Sciences are now at a cultural and procedural tipping point in advancing faculty diversity, equity and inclusion.

Overview of the Pilot Project, Results, and Most Successful Interventions

The Initiative brought together faculty from several related but administratively distinct departments on our campus. A Life Sciences Initiative (LSI) Committee was formed early in the fall of 2018 to implement the initiative

and serve as the search committee for our joint open-field faculty recruitment. This committee included 22 faculty and staff members from all participating units. The LSI Committee met 19 times during the academic year to implement the interventions proposed in the initiative, to serve as the search committee for the cluster hire and to organize the Life Sciences Symposium. These committee meetings resulted in lively debate and a sense of shared commitment that strengthened the life sciences community on our campus. The committee will continue into the current academic year to lead the second year of the Initiative and will continue to develop effective practices to advance faculty diversity, equity and inclusion within departments and establish lasting cultural change.

The Initiative included four areas of intervention: building a critical mass, strengthening applicant pools, improving candidate evaluation processes, and institutional change.

I. Building a Critical Mass, Faculty Searches

<u>The Cluster Search</u>
The Berkeley campus committed five FTE for a broad search in the Life Sciences. This open area recruitment solicited applications from outstanding early career research scientists who also demonstrated strong potential to enhance equity, inclusion and diversity. The job ad was widely distributed to highly regarded journals and societies, and through personal outreach to PPFP and Chancellor's Fellows (and other prestigious fellowship programs) and to institutions with strong academic standing. A total of 993 applications were received, of which 893 met basic qualifications. The LSI Committee conducted a first review and evaluated candidates based solely on contributions to diversity, equity and inclusion. Only candidates that met a high standard in this area were advanced for further review, narrowing the pool down to 214 for serious consideration. The remaining applications were then opened to review by the departmental ad-hoc search committees for short-list consideration. Twenty-two candidates were selected for the short list and interviewed across six departments. Five finalists were ultimately proposed for hire; two in Molecular and Cell Biology (MCB), one in Integrative Biology (IB), one in Plant and Microbial Biology (PMB), and one in Environmental Science, Policy and Management (ESPM) with several outstanding alternative candidates identified. Ultimately, the "cluster search" was one of the most successful interventions of the initiative. It will result in an increase in faculty committed to advancing faculty diversity, equity and inclusion on the campus.[1]

This search was unique, both in scale and in intent, and it presented several novel problems for the LSI Committee, as detailed in the LSI Committee Search Process (Appendix A). This led to an unexpected and impactful intervention; in the first review, the Committee evaluated redacted statements on contributions to diversity, equity and inclusion. Limiting the first review to contributions in DE&I is itself a dramatic change of emphasis in the typical evaluation process which generally focuses on primarily on research accomplishments. Furthermore, we believe that the redaction of candidate names from these statements reduced unconscious bias in the evaluation processes. Without presumptions regarding a candidate's gender, national origin or ethnicity, reviewers evaluated candidates solely on their statements on accomplishments, depth of understanding, and future plans.

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[1] The size of the search, and cumbersomeness of navigating multiple units slowed the selection and offer process. Most offers and appointments for the finalists were not resolved in until late spring semester. This resulted in several delayed starts.

Three departments (MCB, PMB and ESPM) are experimenting with new interventions in the coming year and emphasizing diversity, equity and inclusion in the first review is now an agreed practice in these departments. However, use of redacted statements will likely not be a widespread practice until a streamlined process can be developed; redactions in our current system must be manually applied creating a strain on department resources.

<u>Departmental Searches</u>

Eight departmental searches were conducted using the Initiative's interventions to strengthen applicant pools and improve candidate evaluation processes. The search committee in ESPM took this farther than the others and opted to follow the same review process as the larger cluster hire:

> Before reviewing applications in their entirety, the committee reviewed the diversity statements submitted by the candidates. To prepare for this step, the committee initially conducted a calibration exercise with 10 blinded diversity statements (selected from the pool by OFEW) to ensure inter-rater reliability and consistency in the application of the Diversity, Equity, and Inclusion (DEI) rubric. The committee then met to discuss these results and determined that our approach to scoring of the diversity statement was effectively calibrated.

> The department analyst redacted the applicant diversity statements and randomly assigned two committee members to review each redacted diversity statement. Possible scores based on the rubric ranged from 3-15. Applicants who had scores that diverged widely were assigned a third reader. A minimum average score of 11 or a combined total score of 22 (across two committee reviewers) was required to continue to the next round of review. The committee met to discuss the results of this first stage of review, which yielded a total of 80 viable candidates. These were marked in AP Recruit as under "serious consideration."

Both the 'cluster search' and the ESPM search yielded significant increases in URM candidates advanced to shortlist consideration:

Table A: Life Science Faculty (Cluster) Search Demographics:

GENDER	Applicant Pool	Longlist	Shortlist
Count	894	214	22
Female	41.70%	60.30%	63.60%
Male	56.50%	39.30%	36.40%
Unknown	1.80%	0.50%	0.00%
RACE/ETHNICITY	Applicant Pool	Longlist	Shortlist
Count	894	214	22
African American	2.80%	6.10%	9.10%
Hispanic	13.20%	22.90%	59.10%
Native American	0.40%	1.40%	0.00%
Asian	25.70%	18.70%	18.20%
White	53.70%	48.10%	13.60%
Unknown	4.10%	2.80%	0.00%

TABLE B: ESPM Faculty Search Demographics:

GENDER	Applicant Pool	Longlist	Shortlist
Count	360	80	5
Female	45.30%	60.00%	60.00%
Male	51.40%	38.80%	40.00%
Unknown	3.30%	1.30%	0.00%
RACE/ETHNICITY	Applicant Pool	Longlist	Shortlist
Count	360	80	5
African American	4.20%	8.80%	20.00%
Hispanic	11.10%	22.50%	20.00%
Native American	1.10%	3.80%	20.00%
Asian	18.10%	11.30%	40.00%
White	58.90%	52.50%	0.00%
Unknown	6.70%	1.30%	0.00%

II. Strengthening Applicant Pools

Participating departments followed the interventions described in the proposal to increase diversity in application pools of concurrent departmental searches by including the following practices:

- Use of standard text in faculty search ads emphasizing the importance of contributions to advancing diversity on the Berkeley campus and confirming ongoing support.
- Improved outreach practices: contacting specific potential candidates to ask them to apply, and actively considering current or former PPFP participants and potential candidates from similar esteemed programs.

III. Improving Candidate Evaluation Processes

Participating departments applied the following standardized candidate evaluation processes to counter implicit bias and increase the value of candidate contributions to diversity in the evaluation process:

- Requiring a statement on past contributions and future plans to advance diversity, equity, and inclusion. Candidates were directed to the Office for Faculty Equity and Welfare (OFEW) website for guidance in writing their statement and preparing for a campus visit if selected as a finalist.
- Search committees were given clear guidance about how to evaluate the statement in three areas: candidate knowledge and understanding, track record of contributions, and future plans if hired at Berkeley.
- At least one member of each search committee participated in annual training workshops organized by OFEW to counter implicit bias and reinforce best practices in candidate review and interviewing.
- Committees used quantitative candidate assessment tools including a rubric to evaluate contributions to diversity, equity and inclusion.
- Finalists were asked to describe their efforts to promote equity and inclusion, as well as ideas for advancing equity and inclusion at Berkeley, as part of their job talk. They also met with the department equity advisor, and/or with a student panel during their on-campus interview.
- Only candidates who demonstrated, through their knowledge, past contributions, and/or future plans for advancing diversity, equity, and inclusion, potential to meet Berkeley standards were advanced as finalists and ultimately proposed candidates.

The creation of the LSI Committee was another successful element of the initiative. Staffed primarily with faculty Equity Advisors from the participating units, the Committee served as a working group to provide governance for this initiative with the support of the Deans and Department Chairs. The LSI Committee will reconvene in the new academic year to provide ongoing program development, serve as a resource for new ideas and innovations, and provide mentorship to the cohort of new faculty hired under the initiative. The Committee will also serve as additional mentors for new faculty, providing resources and advice on the development of equity and inclusion programs/activities. Additional funding has been allocated for the incoming faculty to support their DE&I efforts and may be used for travel, support for student or mentee events or activities, and/or for teaching buy-out to allow faculty additional time to launch a new initiative. The incoming faculty will receive support and mentorship from the LSI Committee in effective use of these funds. In addition, all new hires under this initiative will participate in the National Center for Faculty Development and Diversity Faculty Success Program in the spring of 2020 or fall of 2021.

Adjustments to Proposal

The LSI Committee organized a successful symposium rather than a winter seminar series, as described in the initiative proposal. The "Life Sciences Symposium on Integrating Research with Education and Outreach" was held on May 9. The daylong event focused on successful strategies to forge a synergy between research and education, and other efforts to advance diversity, equity, and inclusion. Through a combination of presentations, panel discussions, and break-out sessions, participants learned about successful programs and practices that have increased graduation success and research opportunities, improved the science pipeline for underrepresented groups, and improved classroom climate for all students. The event was attended by roughly 100 faculty, postdocs, graduate students and staff engaged in student programs. PPFP and Chancellor's Fellows in the Life Sciences were invited to attend, as were finalists in the faculty searches. This brought potential candidates to campus and expanded Berkeley's reputation as a campus that values diversity. The work of the symposium will be continued in the coming year, as an annual Diversity, Equity and Inclusion retreat to share and develop best practices with department faculty, equity advisors, and leadership. A portion of the retreat will be dedicated to developing new initiatives and programs for advancing diversity, equity, and inclusion.

Due to organizational constraints, search committee chairs were not required to complete the UC Managing Implicit Bias Series course, "Managing Implicit Bias in the Hiring Process." In its place, the Office for Faculty Equity and Welfare, in collaboration with the Equity Advisor from the Plant and Microbial Biology department conducted a training for search chairs titled "Diversity and Unconscious Bias in Faculty Searches." Eighteen faculty search members attended from across the initiative.

Generation of a database of promising candidates with potential to contribute to diversity, equity, and inclusion who have been identified at conferences, seminars, poster sessions, or other science and research venues has been started but not completed. It currently includes essential information such as research areas and interests but in a rudimentary spreadsheet. Programming on the database is underway and we expect to make it available for use in the AY 2019-2020 searches.

Establishing funding for a competitive faculty fellowship in support of equity and inclusion initiatives led by existing faculty has also been delayed. The Life Sciences Equity and Inclusion Council will work in 2019-2020 to

fully develop this program and establish funding from a combination of sources including campus grants, department contributions and potential donors.

Challenges

Administrative management of the initiative was significantly more challenging than expected. Many of the delays and adjustments in our proposal can be directly connected to the decentralized nature of this initiative and the lack of dedicated staff support. The difficulty of reconciling practices and processes across multiple departments also required significant effort and resulted in some confusion and poor communication.

Future Plans

In the coming year, participating departments will adhere to the interventions developed in this Initiative. Several will be experimenting with additional methods to increase diversity, equity and inclusion through their faculty searches as already described. The LSI Committee will reconvene to advise and support these new interventions. The Committee will also develop and implement the mentorship program for incoming faculty cohort, prepare for the annual retreat or symposium on advancing DE&I, oversee completion of the recruitment database and spearhead fundraising efforts for faculty programs.

In 2019-20202, the College of Natural Resources and the Biological Sciences Division will both initiate new Associate Deans for Diversity, Equity and Inclusion to provide additional leadership and help address some of the administrative challenges of the Initiative.

NEWS

New EDI Statement Requirement for Regular Rank Faculty Searches

May 24, 2018

On May 24, 2018, UCLA Executive Vice Chancellor and Provost Scott Waugh issued the following memo to Deans, the University Librarian, Department Chairs, and Equity Advisors announcing a new EDI Statement Requirement for Regular Rank Faculty Searches starting in the 2018-2019 academic year.

Dear Colleagues:

In recent years, UCLA has taken important steps to promote more equitable and inclusive faculty hiring. In the spirit of continuous improvement, I am announcing a new initiative: starting in the 2018-19 academic year, all regular rank faculty searches must require candidates to submit an "EDI Statement" that describes the candidate's past, present, and future (planned) contributions to equity, diversity, and inclusion. This policy will extend to both standard searches and those employing search waivers. Also, please note that UCLA will implement a similar practice in the context of ladder rank faculty promotions beginning in the 2019-20 academic year.

As you are aware, the Academic Personnel Manual, which governs faculty hiring and promotion, already requires that "due recognition" be given to "[c]ontributions in all areas of faculty achievement that promote equal opportunity and diversity." See APM § 210-1-d. That said, UCLA has not consistently collected the necessary information. Some units have long required such submissions; others make it optional; still others defer to the respective hiring committee.

I believe we should adopt a more consistent and institutional approach to collecting this vital information. By doing so, UCLA will also reaffirm its genuine commitment to equity, diversity, and inclusion. This should also enhance our ability to attract a diverse pool of candidates, particularly those most vigilant of subtle cues concerning institutional culture and values. In so doing, we will become more—not less—competitive vis-à-vis our peer institutions.

Five of our sister UC campuses have already adopted this approach. Given national trends, my sense is that this number will only grow over time as campuses continue to learn the benefits of EDI Statements. I note that our Academic Senate's Committee on Diversity, Equity, and Inclusion (CODEI) just recently recommended this approach to its leadership.

Of course, you may have questions regarding the EDI Statement, including conceptual definitions and best evaluation practices. As a starting point, I encourage you to review the "EDI Statement FAQs" produced by the BruinX Team in UCLA's Office of Equity, Diversity and Inclusion. You may also contact the Team directly at (310) 206-7411 or FacDiversity@conet.ucla.edu.   In the upcoming academic year BruinX plans to hold multiple EDI Statement informational workshops.

If we want better results, we must continuously take steps to promote more equitable and inclusive faculty hiring processes. This initiative reflects our commitment and responsibility to keep improving UCLA.

Sincerely,

Scott L. Waugh
Executive Vice Chancellor & Provost

cc:
Jerry Kang, Vice Chancellor for Equity, Diversity and Inclusion
Michael Levine, Vice Chancellor for Academic Personnel

UCLA
Office of Equity, Diversity and Inclusion

Equity, Diversity and Inclusion (EDI) Statement FAQs

Version 2.3
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SHOULD EQUITY, DIVERSITY, AND INCLUSION FIGURE INTO FACULTY HIRING AND PROMOTION?

The standards for faculty hiring and promotion across the University of California are governed by the Academic Personnel Manual (APM). The APM has long required that UCLA credit equity, diversity, and inclusion. Most recently, on July 1, 2015, after three years of debate and two rounds of systemwide Senate review, APM 210-1-d was revised to state: "[c]ontributions in all areas of faculty achievement that *promote equal opportunity and diversity should be given due recognition* in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements." (emphasis added). The goal was not to create a "fourth leg" of evaluation—separate from research, teaching, and service.[*] Instead, it was to explain that EDI contributions within the categories of research, teaching, and service are inseparable from how the University of California conceives of "merit."

BUT WASN'T THERE SOME RECENT UCLA "EDI STATEMENT" MANDATE?

Yes. On May 24, 2018, the Executive Vice Chancellor and Provost Scott Waugh issued a letter with two mandatory requirements. First, starting in AY 2018-19, all ladder rank faculty *searches* must require each candidate to submit an Equity, Diversity and Inclusion Statement ("EDI Statement") as part of the application. Second, in AY 2019-20, the same is required for ladder rank faculty *promotions*. To be clear, this letter did not make any substantive changes to hiring and promotion standards. Instead, it merely created procedural requirements to collect better information about achievements that we should have been recognizing all along.

ARE WE FIRST-MOVERS OR OUTLIERS? WHAT ABOUT THE OTHER UC CAMPUSES?

As of 2019, eight of ten UC campuses (including UCLA) now *mandate* that all ladder rank faculty recruitments require candidates to submit such a statement. So, it's hard to call us outliers.

WHAT EXACTLY IS AN EDI STATEMENT?

An *EDI Statement* describes a faculty candidate's (or a faculty member's) past, present, and future (planned) contributions to equity, diversity, and inclusion. The statement is submitted as part of the candidate's file along with, for example, the CV, research statement, and teaching statement. Where relevant, the EDI Statement could also be included as a discrete component of the faculty member's "Self-

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[*] *See* Letter from Mary Gilly, Chair, Academic Council, to Susan Carlson, Vice Provost, Academic Personnel (dated March 3, 2015) (available at link).

Appraisal." Although such statements can be relevant in other contexts, such as [awards](#) or [grants](#), this FAQ document focuses on faculty hiring and promotion.

How does UCLA define "equity," "diversity," and "inclusion"?

Equity

On a formal level, "equity" just means treating likes alike. In other words, if two candidates provide the same performance, give them the same score. If two junior faculty members demonstrate the same potential, give them the same (human capital) investment in terms of resources, teaching leaves, research funds, publishing opportunities, and encouragement. On a more substantive level, equity means not ignoring differences when they matter. If two candidates look roughly the same with respect to their formal credentials but one navigated a more difficult trajectory laden with obstacles or additional responsibilities, equity requires taking those differences into account.

Diversity

According to the University of California, diversity is a "defining feature of California's past, present, and future" and "refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more." *See* [UC Diversity Statement](#).

Inclusion

Inclusion exists when all faculty members, regardless of their social identities, feel welcomed, respected, and valued. Even when we achieve equity in the hiring process and diversity on the faculty roster, full inclusion does not necessarily follow. The truth is that an institution can be diverse and uninclusive at the same time. Why? Because the representation may feel formal and begrudging and may engender a sense of non-belonging. Full inclusion requires faculty members to have a voice in the governance of, and feel at home in, the University, the division/school, and the department. This is why it is important to mark inclusion as a distinct institutional value and a separate measure of an institution's commitment to egalitarianism.

UCLA opted to employ the nomenclature *EDI* Statement, rather than *Diversity* Statement, precisely to signal that "equity" and "inclusion" matter as much as "diversity." For additional thoughts on equity, diversity, and inclusion, see UCLA's faculty hiring guide: *[Searching for Excellence](#)* (at 4-6).

What counts as a contribution?

EDI contributions can take various forms and arise across an individual's performance of (1) teaching; (2) research; (3) professional activity; and (4) service. Relevant contributions noted in [APM 210-1-d](#) include, for example:

- "efforts to advance equitable access to education";
- "public service that addresses the needs of California's diverse population";
- "research in a scholar's area of expertise that highlights inequalities";

- "mentoring and advising of students and faculty members, particularly from underrepresented and underserved populations."

APM 210-1-d provides additional, non-exhaustive guidance:

Teaching

"Effectiveness in creating an academic environment that is open and encouraging to all students, including development of particularly effective strategies for the educational advancement of students in various underrepresented groups."

Research and Other Creative Work

"Evidence of a productive and creative mind should be sought in the candidate's published research or recognized artistic production in original architectural or engineering designs, or the like . . . . [C]ontributions by faculty members to the professional literature or to the advancement of professional practice or professional education, *including contributions to the advancement of equitable access and diversity in education*, should be judged creative work when they present new ideas or original scholarly research." (emphasis added).

Professional Activity

"The candidate's professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems, including those that *specifically address the professional advancement of individuals in underrepresented groups in [] the candidate's field*." (emphasis added).

University and Public Service

"[C]ontributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence, *as should contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students*." (emphasis added).

The Office of the President has offered additional examples of relevant contributions.

WHY REQUIRE AN EDI STATEMENT?

First, much like a candidate's CV, research statement, or teaching statement, an EDI Statement provides the hiring committee with relevant, useful information about a candidate's qualifications and potential for future success. Second, the request signals that the department genuinely values equity, diversity, and inclusion. For new hires, this signal will make it easier to attract a diverse pool of applicants, including individuals from groups that remain underrepresented in the field or discipline. For promotions, this request helps to deliver on the APM's promise that contributions to equity, diversity, and inclusion will actually be credited and not ignored. Finally, as peer institutions increasingly adopt these practices, failing to ask for an EDI Statement may signal tepid commitment to these values, which could put UCLA at a competitive disadvantage.

DOES THIS VIOLATE PROPOSITION 209?

No. Proposition 209 (Article I, Section 31 of the California Constitution) prohibits state entities from "discriminat[ing] against" or "grant[ing] preferential treatment to" any individual on the basis of race, sex, color, ethnicity, or national origin. These mandates do not prohibit UCLA from considering a candidate's individual **contributions** (that is, their research, teaching, and service conduct and not their identity status) that promote equity, diversity, and inclusion. For additional guidance on Proposition 209, see:

- UCLA EDI Proposition 209 Primer
- UC Guidelines for Addressing Race and Gender Equity in Academic Programs in Compliance with Proposition 209
- UC Guidelines for Enhancing Diversity at UC in the Context of Proposition 209

WILL THIS COMPROMISE ACADEMIC FREEDOM?

No. As stated in the Academic Personnel Manual (010), Academic Freedom and the free exchange of ideas are core values at UCLA. In addition, UC Regents Bylaws (40.3) prohibit any political test in faculty hiring and promotion. Moreover, to repeat, an EDI Statement asks for nothing more than what APM 210-1-d already requires us to do: give "due recognition" to contributions to equity, diversity, and inclusion. (To be clear, this is not about penalizing faculty who do not promote EDI. Think of it as a carrot, not a stick. Or a way to credit all the otherwise invisible work that faculty do to promote an equal learning and working environment at UCLA.)

WON'T REQUIRING MORE PAPERWORK FROM CANDIDATES PUT OUR DEPARTMENT AT A COMPETITIVE DISADVANTAGE?

Actually, many institutions now require similar statements, so candidates won't have to create anything new uniquely for UCLA. Arguably, the competitive disadvantage may soon come from *not* asking. As our peers increasingly ask for such statements, an omission could signal a less attractive, committed, or inclusive environment.

WILL THE EDI STATEMENT ACTUALLY PROVIDE USEFUL INFORMATION?

Of course, it's possible that some candidates will submit vague, ambiguous, or half-baked responses. But the fact that some people will file poor statements is not an argument against having the statements at all. It's similar to a candidate who, for example, has not thought much about pedagogy and writes a generic and uninspired teaching statement.

THE LOGISTICS

HOW WILL CANDIDATES KNOW TO SUBMIT AN EDI STATEMENT?

For faculty hiring, the department's job ad in UC Recruit will note that an EDI Statement is a required component of the job application. It is the department's responsibility to ensure that an EDI Statement is listed in UC Recruit as a required component of the application. For faculty promotion, it is recommended that the Dean or Chair encourage all candidates to submit an EDI Statement or to include one within their "Self-Appraisal" or any comparable submission.

WHAT IF CANDIDATES GET CONFUSED AND DON'T KNOW WHAT'S EXPECTED?

To assist applicants, we're offering a guidance document as Appendix B (also available on our Faculty Search Committee Resources webpage). Example EDI Statements are also available for applicants to review (adapted from content provided by UC San Diego).

HOW SHOULD THE EDI STATEMENT BE EVALUATED?

EDI Statements should be evaluated and credited in the same manner as other components of a candidate's portfolio, such as a research statement or teaching statement. A sample evaluation rubric, included as Appendix C, may be useful in your deliberations. Additional rubrics, including a sample excel spreadsheet, are available on the EDI website. For guidance concerning the various forms an EDI contribution might take, check out our answer to "What counts as a contribution?" on pages 2-3 of this FAQ.

DO CONTRIBUTIONS TO EQUITY, DIVERSITY, AND INCLUSION MATTER AFTER FACULTY ARE HIRED?

Yes. APM 210-1-d applies not only to initial hiring but also to merit increases and promotion determinations. Faculty should be encouraged to identify explicitly contributions to equity, diversity, and inclusion in their personnel files. Pursuant to APM 210-1-d, Deans and Chairs should credit a faculty member's contributions to equity, diversity, and inclusion and, where appropriate, submit comments on those contributions to the Council on Academic Personnel.

APPENDIX A: EDI STATEMENT RESOURCES

o [Provost's Memo Announcing EDI Statement Requirement](#)

o [UCOP EDI Statement Guidance](#)

o [UC Academic Senate Announcement re: APM 210-1-d Revisions](#)

o [APM 210-1-d](#)

o [Proposition 209 Primer](#)

o [Sample Guidance for Guidance](#) (see also Appendix B)

o [Sample Candidate Evaluation Form](#) (see also Appendix C)

APPENDIX B: GUIDANCE FOR CANDIDATES

Equity, diversity, and inclusion are key components of The University of California's commitment to excellence. Thus, teaching, research, professional, and public service contributions that promote equity, diversity, and inclusion are encouraged and given due recognition in the evaluation of each candidate's qualifications. To aid the hiring or promotions committee's review, please provide an Equity, Diversity, and Inclusions (EDI) Statement that describes your past, present, and planned contributions to equity, diversity, and/or inclusion.

To gain a better sense of how UCLA thinks about "equity," "diversity," and "inclusion," please read UCLA's faculty hiring guide: *Searching for Excellence* (at 4-6).

Although far from exhaustive, relevant contributions noted by the UC Office of the President include[2]:

TEACHING

- o Contributions to pedagogies addressing different learning styles, for example:
    - Designing courses or curricula that meet the needs of educationally disadvantaged students;
    - Developing effective teaching strategies for the educational advancement of students from under-represented groups.
- o Experience teaching students who are under-represented, for example:
    - Teaching at a minority-serving institution;
    - Record of success advising women and minority graduate students;
    - Experience teaching students with disabilities.

RESEARCH AND OTHER CREATIVE WORK

- o Research contributions to understanding the barriers facing women and minorities in academic disciplines, for example:
    - Studying patterns of participation and advancement of women and minorities in fields where they are underrepresented;
    - Studying socio-cultural issues confronting underrepresented students in college preparation curricula;
    - Evaluating programs, curricula, and teaching strategies designed to enhance participation of under-represented students in higher education.

PROFESSIONAL ACTIVITY

- o Engagement in activity designed to remove barriers and to increase participation by groups historically under-represented in higher education:

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[2] Additional examples are available in *Searching for Excellence* at Appx. A

- Participation in academic preparation, outreach, or tutoring;
- Participation in recruitment and retention activities;
- Service as an advisor to programs such as Women in Science and Engineering.

University and Public Service

o Participation in service that applies up-to-date knowledge to problems, issues, and concerns of groups historically underrepresented in higher education:
- Engagement in seminars, conferences, or institutes that address the concerns of women and under-represented minorities;
- Presentations or performances for under-represented communities;
- Honors, awards, and other forms of special recognition such as commendations from local or national groups or societies representing under-served communities;
- The application of theory to real-world economic, social, and community development problems.

To repeat: the above are offered simply as examples. The range of teaching, research, professional activity, and university and public service initiatives in which a faculty candidate might engage is broad and wide. Example statements are available for review (adapted from content provided by UC San Diego).

This is a template evaluation form that departments can modify as necessary for their own uses. The criteria listed on page b reflect a non-exhaustive list of contributions to equity, diversity, and inclusion that UCOP has provided to guide candidate evaluations consistent with the Academic Personnel Manual 210-1-d. Additional evaluation tools, **including excel spreadsheets**, are available on the Equity, Diversity and Inclusion website.

Candidate's Name:

Please indicate which of the following are true for you (check all that apply):

□ Read candidate's CV   □ Met with candidate

□ Read candidate's scholarship   □ Attended lunch or dinner with candidate

□ Read candidate's letters of recommendation □ Other (please explain):

□ Attended candidate's job talk

Please comment on the candidate's contributions to equity, diversity, and inclusion as reflected in the candidate's scholarly portfolio:

Please comment on the candidate's contributions to equity, diversity, and inclusion as reflected in the candidate's job talk:

Other comments?

Please rate the candidate on each of the following:	excellent	good	neutral	fair	poor	unable to judge
Potential (Demonstrated ability) to utilize pedagogies addressing different learning styles						
Potential (Demonstrated ability) to effectively teach students from underrepresented communities						
Potential for (Evidence of) research contributions to understanding barriers facing women and racial/ethnic minorities						
Potential for (Evidence of) engagement in activity designed to remove barriers and to increase participation by groups historically under-represented in higher education						
Potential for (Evidence of) participation in service that applies up-to-date knowledge to problems, issues, and concerns of groups historically under-represented in higher education						
Ability to make positive contribution to department's climate						
Potential (Demonstrated ability) to attract and supervise graduate students from groups historically under-represented in higher education						
Potential (Demonstrated ability) to teach and supervise undergraduate students from groups historically under-represented in higher education						

UCLA diversity requirement threatens academic freedom, trust in academia

by Robert Shibley

November 9, 2018

A recent article in Real Clear Investigations reported on a decision by the University of California, Los Angeles to require all professors applying for a tenure-track position — as well as any seeking promotion — to submit an "Equity, Diversity, and Inclusion" statement as part of their portfolio.

Guidance from UCLA's Office of Equity, Diversity, and Inclusion is intended to explain what this requirement means and why UCLA determined that these statements must accompany the evidence of teaching, research, and service that traditionally go into such decisions at every university in America. Unfortunately, the guidance is cause for alarm, and has the potential to seriously threaten academic freedom at UCLA.

UCLA's FAQ-formatted guidance begins with the question, "Should equity, diversity, and inclusion figure into faculty hiring and promotion?" Its answer, of course, is yes, and it cites the university's Academic Personnel Manual, Section 210-1-d, which states that "[c]ontributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements."

Indeed, the guidance cites this language throughout as justification for the newly mandatory statements. Yet the language cited dates back at least to 2015, and substantially similar statements about how candidates' work in this area should count for hiring and promotion date as far back as 2005. These statements weren't mandatory then, so why are they now? Even today, the manual itself does not actually specify that candidates must have done work to promote "equity, diversity, and inclusion" — it merely says that if candidates have done that work, it must be counted in their favor.

One needn't be a rocket scientist to see the distinct difference between counting "equity, diversity, and inclusion" work in a candidate's favor and mandating all candidates to provide evidence of this work with their application. It's one thing to tell candidates that their work in the areas of equity, diversity, and inclusion will be credited to them and make sure these do not go unrecognized by departments. It's entirely another to indicate to candidates that their mandatory EDI statement is going to be awfully lacking if they happen to spend too much time pursuing teaching, research, and service goals that may be both worthy and excellent, but which simply don't move the needle in the direction of equity, diversity, or inclusion. Or to set up a process where faculty interviewers can't help but hold this against them.

Speaking of which, what does UCLA mean by equity, diversity, and inclusion? For those who might suspect that these terms are politically loaded, UCLA offers little if any evidence to the contrary. While the definitions provided are not themselves explicitly partisan, one searches in vain for an example of work toward these goals that includes activity with which people on the left side of the political spectrum would be uncomfortable, either in the guidance itself, in a document from the Office of the President to which it refers, or in the example EDI statements supplied to give candidates an idea of what the university is seeking. If you doubt this is likely to be used an an ideological screening tool, imagine UCLA replacing "equity, diversity, and inclusion" with "capitalism, freedom, and patriotism," and providing examples that happen not to include any activities or opinions that would make mainstream Republicans uncomfortable, and see if your opinion changes. Such an idea is hardly far-fetched, and of course such tests are wrong no matter whose ideology happens to be in the ascendant.

Anticipating objections on ideological grounds, the guidance explicitly professes to tackle the questions of whether this new requirement violates California's Proposition 209 banning certain kinds of discrimination or preferential statement by state entities (it says it doesn't), and whether it will violate academic freedom (it says it won't, and adds that political tests in hiring or promotion are banned in UC Regents bylaws). Given the nature of such disputes and our current political culture, of course, these assurances are unlikely to do much to convince those wary of the new requirement that their fears are baseless, and it's reasonable to expect that most of the controversy over the requirement will fall along the predictable political lines.

Even those without much interest in current culture-war disputes have reason to be concerned about the effect of this requirement on academic freedom. In its 1915 Declaration of Principles on Academic Freedom and Academic Tenure, the American Association of University Professors wrote the following:

[I]t is highly needful, in the interest of society at large, that what purport to be the conclusions of men trained for, and dedicated to, the quest for truth, shall in fact be the conclusions of such men, and not echoes of the opinions of the lay public, or of the individuals who endow or manage universities. To the degree that professional scholars, in the formation and promulgation of their opinions, are, or by the character of their tenure appear to be, subject to any motive other than their own scientific conscience and a desire for the respect of their fellow experts, to that degree the university teaching profession is corrupted; its proper influence upon public opinion is diminished and vitiated; and society at large fails to get from its scholars, in an unadulterated form, the peculiar and necessary service which it is the office of the professional scholar to furnish.

UCLA's diversity statement requirement contradicts this principle.

First, take a look at who is demanding that faculty members, both current and prospective, dedicate a substantial part of their efforts to activities that look good on an EDI statement. It's not the faculty members themselves. It's not even the faculty at large. No, it's the UCLA administration and the Office of Equity, Diversity, and Inclusion — in other words, "the individuals who [] manage universities."

Second, even by 1915 it was obvious to the professoriate that the credibility of their work, which is based on their reputation for expertise in their fields, would be fatally compromised if people could merely dismiss their purportedly academic conclusions by pointing out that ideology, or the fear of losing jobs or opportunities because of political disagreement, was what was driving their academic endeavors. Yet that is precisely what UCLA has now mandated must happen. If faculty members want to have a satisfactory EDI statement, they'd better turn some of their academic endeavors toward "equity, diversity, and inclusion," however UCLA administrators define such terms, regardless of their own "scientific conscience" and/or "desire for the respect of their fellow experts."

Last year, the Pew Research Center [released a poll](#) indicating that the percentage of Republican-leaning respondents who thought that colleges and universities had a positive effect on the way things are going in the country had dropped to 36 percent in 2017, with 58 percent saying they had a negative effect. This was a dramatic drop from just two years before, in which 54 percent said colleges had a positive effect and only 37 percent said it was negative. (The overwhelmingly positive sentiment of Democrat-leaning respondents remained virtually unchanged.)

Whatever your political sentiments, colleges and universities will most certainly suffer if they can no longer claim a broad, cross-partisan base of support. Avoiding policies that are both politically divisive and destructive to academic freedom is a necessary condition if we are to rebuild everyone's confidence that higher education is a net positive for our country, and worthy of the billions of tuition, taxpayer, and philanthropic dollars it receives every year. By allowing administrators to rely on broad, subjective, and ideologically-loaded terms to influence hiring decisions, UCLA is headed in the opposite direction.

Schools: University of California, Los Angeles

ProfessorBainbridge.com

Stephen Bainbridge's Journal of Law, Religion, Politics, and Culture

https://www.professorbainbridge.com/professorbainbridgecom/2019/12/i-submit-herewith-my-diversity-equity-and-inclusion-statement-for-my-merit-raise-at-uclaw.html

12/23/2019

I submit herewith my "Diversity, Equity, and Inclusion" statement for my merit raise at UCLAW

As regular readers know, I'm up for a merit raise at UCLAW this year and am now required to submit a statement of how I contribute to the University's goals in Diversity, Equity, and Inclusion. I have just emailed the statement to the administration. It reads as follows:

Although I am aware and respectful of the many dimensions within which a university properly seeks a diverse faculty and student body, I have long been particularly concerned with the lack of intellectual diversity at the law school. A survey of U.S. law professors in general found that white Democratic professors (both male and female), Jewish professors, and nonreligious professors "account for most (or all) of the overrepresentation among racial, gender, religious, and ideological groups in law teaching."[1] The groups that "account for most of the underrepresentation among racial, gender, religious, and ideological groups in law teaching" are Republicans (both male and female), Protestants, and Catholics.[2] This disparity persists even though "religious and political diversity are probably more important for viewpoint diversity than gender diversity and roughly as important as racial diversity."[3]

At UCLA, we know that the campus as a whole leans substantially to the left. "A study of various university faculties showed that at Cornell the ratio of liberal to conservative faculty members was 166 to 6, at Stanford it was 151 to 17, at UCLA it was 141 to 9, and at the University of Colorado it was 116 to 5."[4] Conservative students at UCLA have been "harassed, stalked, and threatened."[5] I recently searched the opensecrets.org donor database for political contributions made by persons who claimed UCLA School of Law as their employer. Thirty-eight of those persons contributed solely to Democratic candidates, the Democratic Party and various affiliates, and liberal PACs. One person contributed to both Republicans and Democrats. Three persons contributed exclusively to Republican candidates, the Republican Party, and various NRC affiliates. Of the faculty members who contributed exclusively to Republican candidates, the most recently hired of the two was hired in 1997. As a monetary matter, 92.67% of all contributions went to Democrats and affiliated groups.[6]

Because conservative students and students of faith often feel alienated and estranged in an environment that is so relentlessly liberal and secular, I have made particular efforts to reach out to and support such students. I have served as a mentor for leaders of The Federalist Society and Christian Law Students Association. I have given talks to both organizations. I taught a

Perspectives on law and Lawyering seminar devoted to Catholic Social Thought and the Law, which gave students—whether Catholic or not—an opportunity to consider how their faith (or lack thereof) related to the law and an opportunity to learn about a coherent body of Christian scholarship that might inform their lives as lawyers. I have also tried to lead by example, such as by serving as a volunteer with the Good Shepherd Catholic Church's St. Vincent de Paul chapter, which raises funds for distribution to poor persons who are in danger of losing their home due to inability to make rent or mortgage payments.

I'll let you know if I get the raise.

[1] James Lindgren, *Measuring Diversity: Law Faculties in 1997 and 2013*, 39 Harv. J.L. & Pub. Policy 89, 93 (2016).

[2] Id.

[3] Id. at 99.

[4] Patrick M. Garry, *The Next Step in Diversity: Extending the Logic Grutter v. Bollinger to Faculty Tenure*, 82 Denv. U. L. Rev. 1, 24 (2004).

[5] Joe Dryden, *Protecting Diverse Thought in the Free Marketplace of Ideas: Conservatism and Free Speech in Higher Education*, 23 Tex. Rev. L. & Pol. 229, 260 (2018) (citing a January 18, 2017, Daily Bruin article).

[6] "Political Contributions by UCLA School of Law Faculty and Staff Go 92.67% to Democrats/Liberal Groups," ProfessorBainbridge.com. Accessed December 23, 2019.https://www.professorbainbridge.com/professorbainbridgecom/2019/12/political-contributions-by-ucla-school-of-law-faculty-and-staff-go-9267-to-democratsliberal-groups.html.

Posted at 03:21 PM in Higher Ed, LA and California, Law School | Permalink

AEI

Blog Post

UCLA law professor Stephen Bainbridge's diversity statement

CARPE DIEM

January 1, 2020

Stephen Bainbridge is the William D. Warren Distinguished Professor of Law at the UCLA School of Law and he published his diversity statement on his blog in a post titled "I submit herewith my "Diversity, Equity, and Inclusion" statement for my merit raise at UCLAW."

Professor Bainbridge provides the following background: "As regular readers know, I'm up for a merit raise at UCLAW this year and am now required to submit a statement of how I contribute to the University's goals in Diversity, Equity, and Inclusion. I have just emailed the statement to the administration. It reads as follows":

Although I am aware and respectful of the many dimensions within which a university properly seeks a diverse faculty and student body, I have long been particularly concerned with the lack of intellectual diversity at the law school. A survey of U.S. law professors in general found that white Democratic professors (both male and female), Jewish professors, and nonreligious professors "account for most (or all) of the overrepresentation among racial, gender, religious, and ideological groups in law teaching."[1] The groups that "account for most of the underrepresentation among racial, gender, religious, and ideological groups in law teaching" are Republicans (both male and female), Protestants, and Catholics.[2] This disparity persists even though "religious and political diversity are probably more important for viewpoint diversity than gender diversity and roughly as important as racial diversity."[3]

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MP: Kudos to Professor Bainbridge for writing a diversity statement that should be a template for other conservative and libertarian professors and job applicants who are increasingly being forced to produce these dangerous and troubling "loyalty oaths" in higher education for hiring and promotion that amount to dangerous political litmus tests for political ideology and conformity.

Related: See UC-Davis math professor Abigail Thompson's WSJ op-ed "The University's New Loyalty Oath" and her original controversial essay on diversity statements that was featured on CD here. And I wrote last March on CD:

What is called a "diversity statement" is essentially a pledge of allegiance to higher education's orthodox and uniform agenda in its ongoing battle against a color-blind, gender-blind, merit-driven academia. Successful diversity statements will be expected to support an unspoken ideology that emphasizes group identity, an assumption of group victimization, and a claim for group-based entitlements. Diversity statements compromise both academic freedom and academic standards as "purity tests" of an applicant's worthiness in adherence to a uniform, leftist-liberal-progressive view of "diversity." Diversity statements will serve to weed out politically incorrect opinions and politically incorrect candidates, because only leftist-oriented statements will be acceptable, reinforcing an ideologically uniform and monolithic professoriate. In reality, "diversity statements" will be in practice "uniformity statements" of adherence to a uniform view of diversity.

Overall, only diversity statements that adhere to a uniform statement of allegiance to a uniform leftist/liberal/Marxist/progressive view of group identity, group victimization, and a claim for group-based entitlements in higher education will enhance and advance a candidate's application. Failure to profess allegiance and conform to a uniform, orthodox diversity agenda, an agenda that ignores the most important diversity in higher education –intellectual and viewpoint diversity – will doom an applicant's job prospects. Diversity statements will actually be *anti-diversity statements* of *uniform, leftist-liberal-progressive thought* that completely ignore diversity of viewpoints, ideology and thought, and are therefore dangerous and misguided efforts that are threats to academic freedom and will weaken true intellectual diversity.

OPINION

Notable & Quotable: 'Diversity and Inclusion'

A Dec. 23 blog post written by UCLA law professor Stephen Bainbridge (footnotes omitted):

As regular readers know, I'm up for a merit raise at UCLAW this year and am now required to submit a statement of how I contribute to the University's goals in Diversity, Equity, and Inclusion. I have just emailed the statement to the administration. It reads as follows:

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How I promote the UCLA Law School's professed values.

"At UCLA, we know that the campus as a whole leans substantially to the left. 'A study of various university faculties showed that at Cornell the ratio of liberal to conservative faculty members was 166 to 6, at Stanford it was 151 to 17, at UCLA it was 141 to 9, and at the University of Colorado it was 116 to 5.'

Conservative students at UCLA have been 'harassed, stalked, and threatened.' I recently searched the opensecrets.org donor database for political contributions made by persons who claimed UCLA School of Law as their employer. Thirty-eight of those persons contributed solely to Democratic candidates, the Democratic Party and various affiliates, and liberal PACs. One person contributed to both Republicans and Democrats. Three persons contributed exclusively to Republican candidates, the Republican Party, and various . . . affiliates. Of the faculty members who contributed exclusively to Republican candidates, the most recently hired of the two was hired in 1997. As a monetary matter, 92.67% of all contributions went to Democrats and affiliated groups.

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I'll let you know if I get the raise.